DOCUMENT RESUME

ED 442 700 SO 031 722

TITLE China: Tradition and Transformation. Curriculum Projects. Fulbright-Hays Summer Seminar Abroad Program 1999 (China).
INSTITUTION National Committee on United States-China Relations, New York, NY.
SPONS AGENCY Center for International Education (ED), Washington, DC.
PUB DATE 1999-00-00
NOTE 623p.
PUB TYPE Collected Works - General (020) -- Guides - Classroom - Teacher (052)
EDRS PRICE MF03/PC25 Plus Postage.
DESCRIPTORS Area Studies; *Chinese Culture; *Cultural Context; Elementary Secondary Education; Foreign Countries; Global Approach; Social Studies; Study Abroad
IDENTIFIERS *China; Chinese Art; Chinese Literature; Fulbright Hays Seminars Abroad Program

ABSTRACT

This collection of curriculum projects is the result of the authors' participation in a Fulbright summer seminar program in China. The following 16 curriculum projects are in the collection: (1) "Banpo Village: A Prehistoric Dig" (Sandra Bailey); (2) "China: Moving into the New Millennium: A Study of China's Past, Present and Future" (Shirley Bell); (3) "From the Scroll to the Book" (Mary Leland Gaynor); (4) "Chinese Farmer's Paintings: An Integrated Thematic Unit for Upper Elementary Students" (Carolyn Gramstorff); (5) "China: A Supplemental Activity Guide" (Patricia S. Hammond); (6) "The Jews in Shanghai" (Doreen Hazel); (7) "The Incorporation of Chinese Literature and Language into the Secondary English Classroom" (Lisa S. Hungness); (8) "China in Economic Transition: Exploring the Merits of Market Economies" (James L. Jurgens); (9) "Rural to Urban Migration" (Marianne Kenney); (10) "Basic Arithmetic on a Handmade Chinese Abacus" (Tony Martin); (11) "A Modern Day Marco Polo, Discovering Traditions and Change in China" (Elizabeth J. Miller); (12) "The China Connection" (Patricia J. Morris); (13) "Boxing Up Your China" (Mimi Norton); (14) "What If?" (Lani Nahleen Pang); (15) "Using and Protecting Natural Resources in Meeting Needs and Wants" (Pam Solvie); and (16) "China Connection: A Collection of Culture, Children's Literature, and Other Resources" (Brenda Vitaska). (BT)

POOR PRINT QUALITY
Pgs 14 to 489

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 442 700

1999 FULBRIGHT-HAYS SUMMER SEMINARS ABROAD PROGRAM

China: Tradition and Transformation

Curriculum Projects

SO 031 722

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Compiled by the National Committee on United States-China Relations on behalf of the United States Department of Education in fulfillment of Fulbright-Hays requirements.

Table of Contents

Sandra Bailey........"Banpo Village: Prehistoric Dig"

Shirley Bell........"China: Moving into the New Millennium, A Study of China's Past, Present and Future"

Mary Leland Gaynor........"From the Scroll to the Book"

Carolyn Gramstorff........"Chinese Farmer's Paintings: An Integrated Thematic Unit for Upper Elementary Students"

Patricia S. Hammond........"China: A Supplemental Activity Guide"

Doreen Hazel........"The Jews in Shanghai"

Lisa S. Hungness........"The Incorporation of Chinese Literature and Language into the Secondary English Classroom"

James L. Jurgens........"China in Economic Transition: Exploring the Merits of Market Economies"

Marianne Kenney........"Rural to Urban Migration"

Tony Martin........"Basic Arithmetic on a Handmade Chinese Abacus"

Elizabeth J. Miller........"A Modern Day Marco Polo, Discovering Traditions and Change in China"

Patricia J. Morris........"The China Connection"

Mimi Norton........"Boxing Up Your China"

Lani Nahleen Pang........"What If?"

Pam Solvie........"Using and Protecting Natural Resources in Meeting Needs and Wants"

Brenda Vitaska........"China Connection: A Collection of Culture, Children's Literature, and Other Resources"

China: Tradition and Transformation

Banpo Village: Prehistoric Dig

A Curriculum Project for Fulbright Summer Seminar

1999

Sandra Bailey

Edmonds-Woodway High School

7600 212th St. S.W

Edmonds WA 98026

Table of Contents

Overview of the Unit 2

Goals and Objectives 3

Daily Plans 4

The Archaeological Dig Instructions 5

Group Evaluation Sheet 6

Essay Rubric 7 - 8

Pictures From Banpo Village 9 - 14

Pictures of the Student Activity 15 - 17

Edmonds School District Expository Rubric 18 - 19

Edmonds School District Social Studies Content Standards 20 - 23

Teacher Resources List 24 - 25

Fulbright Unit:

Much of the material for pre history can be purchased from museums or created from pictures in books. However, the archaeological dig unit is teacher created. The information about Banpo Village cannot be found easily in the United States. I will give a brief overview of daily activities for the unit and a detailed account about creating the archaeological dig, particularly the section which relates to Banpo Village, a Neolithic site in China.

Pre History Unit Plan

Overview: The pre history unit introduces students to themes and questions which occur throughout world history including

- the uses and organization of power,
- the impact of ideas on the human spirit,
- the distribution of wealth,
- the structure of law and ethical systems,
- the evolution of human rights,
- and the growth of technology.

Each general category is connected to specific district goals or frameworks.

Because the knowledge about prehistoric societies comes from artifacts such as paintings, carvings, pottery, housing foundations, tools, needles, and grave sites, rather than written records, archaeologists and anthropologists make assumptions based on the evidence they have. Those assumptions form the basis of our current knowledge about prehistoric man. Each time period makes its own assumptions and mistakes. Students will examine evidence and then argue with Thomas Hobbes' statement that the life of a Prehistoric hunter was "solitary, poor, nasty, brutish, and short." Hobbes based his statement on the evidence of his time.

Final Assessment: Using all evidence from the unit, students write an essay which defends or refutes Thomas Hobbes statement hat the life of a Prehistoric hunter was "solitary, poor, nasty, brutish, and short.". The final assessment for the unit is an essay which uses all the material presented in slides or readings or discovered in the archaeological dig.

Students will

- address the issues of time, culture and bias in historical judgment
- use evidence from primary and secondary sources to prove their points
- write an essay which
    - includes a strong clear thesis statement
    - demonstrates excellent use of writing conventions
    - documents all sources properly using MLA format
    - logically organize the paper, paragraphs, and sentences
    - demonstrate a deep broad knowledge of prehistory
    - analyze and interpret historical

Course Activities: I will give a very brief list of unit activities. I will include a detailed account of the procedure and goals for the archaeological dig as well as the final assessment essay instructions. The class activities and homework include readings, discussions, lectures, slide presentations, and the archaeological dig.

Goals	Connections to the Frameworks
General To compare the Paleolithic and the Neolithic ways of life To state the differences between history and prehistory **Technological and Economic** To distinguish between Neolithic and Paleolithic tools To identify factors that caused the agricultural revolution **Art** To examine the question "Why does man create?" To make inferences about stone age art To speculate about the purpose of the art To speculate about the purpose of paintings at Lascaux and Altamira To examine the designs from the Banpo village site To compare pictures of 20,000 year rock art with the current life of the Honey Hunters of Nepal **Archaeology** To explain the ways that archaeologists date their findings To state why ages and eras do not have definite dates To cite the steps in the process of an archaeological dig To explain what can and cannot be explained from a dig's remains To explain the various methods used for dating finds To speculate about/ compare housing styles, grave sites, tools, pottery designs-- by comparing sites found in Asia Minor, China, France, Spain and Whales **Mathematics** To explain Venn Diagrams To use Venn diagrams to illustrate the connections of all areas of knowledge with history To look at the Stonehenge plan in terms of mathematics **Writing** To introduce the analytic essay assignment To review the components of an analytic essay To explore connections between the time-- grave sites	**See Edmonds District Frameworks for the full text of the Content Standards** **History** 1.1 Use thematic timelines to explain historical patterns, and sequence events into time periods 1.4 Analyze the historical development of civilizations drawn from different continents with regard to turning points, ideas, people, places and patterns of life 1.8 Analyze examples illustrating cause and effect to understand past, present, and future trends in history 2.1 Present a research proposal based upon the selection and availability of resources 2.3 Use note taking, organizational strategies, outlines, footnoting, and annotated bibliographies to organize and record information 2.4 Analyze interpretations of issues and events by comparing historians' choices of questions, sources, perspectives, beliefs and point of view 2.5 Evaluate competing interpretations of issues and events to make a reasoned judgment 3.1 Analyze changing interpretations of an idea through several time periods or situations 3.2 Analyze past and present trends in technology **Economics** 1.1 Analyze ways different economic forces have influenced production, distribution, consumption **Geography** 2.1 Analyze how regional characteristics define a place

Unit Outline

Designed for Sophomores, this unit can be adjusted to suit the level of the group. The lessons are designed for 90 - 100 minute periods and can be split for 55 minute periods

Day 1 Introduction

Students discuss the nature of history and its relationship to other disciplines.
Explain how Venn diagrams work.
Discuss pre history and the problems of prehistoric knowledge.
Great Inventions of prehistory-- fire and language Implications? Advantages?

Day 2 Slides of Cave art from Lascaux and Altimera

Students take notes-- small figures, large figures, humans
Which are the most real? Why? How to human and animals figures differ
What colors are used? What techniques? Implications?
Observations

Day 3 How archaeologists date findings Introduction / review expository essay writing

Discuss methods of dating --layering, comparative, dendrochronology, C_{14}, Potassium- Argon
What are the advantages and disadvantages of each?
Introduction / review of expository essay writing
Explain the essay assignment and the corresponding rubric
Review MLA documentation style
Create an evidence chart to gather evidence for the essay

Day 4 Slides from Megalithic structures, housing, and grave sites
Whales, Stonehenge, Malta and Banpo Village

Discuss the megalithic structures in Malta and Stonehenge.
Have students look for mathematical relationships on a diagram of Stonehenge--
ellipses, rhombus, inscribed and circumscribed figures
Counting sticks
Compare housing construction in Whales with housing in Banpo Village.
Compare grave sites in Banpo Village with grave sites in Iraq.
Evidence for trade in Jarmo and Catal Huyuk

Day 5 Archaeological Dig
Explain the steps in creating a dig site.
Divide the class into groups.
Each group conducts a dig, records results and compares results with other sites.

Day 6 Debriefing and Review
Results of the dig activity-- Who traded with whom? Who produced what? Evidence?
Summarize all information from the unit-- contributions, growth of technology, societies,
architecture, mathematics, values, beliefs, life styles, growth of agriculture
Assumptions about Paleolithic and Neolithic man.
Evaluate Hobbes statement.

Day 7 Essay Due

Archaeological Dig Instructions

Teacher Instructions:

"Dig" boxes can be created to mimic specific areas and sites around the world. In addition imaginary sites can be created which will teach particular ideas or force students into making assumptions about evidence where there is no "right" answer. My dig activity has both sorts of sites. The possibilities are endless. I copy specific art work. I also look for items where there is no obvious function and the students, just like real anthropologists must propose theories as to function and purpose.

Materials:

dig boxes-- at least 15 inches deep, filled with potting soil Be careful. Some of mine are too heavy.
grid posts-- bamboo skewers work well and cost very little
brushes-- 1 inch cheap paint brushes work best I have used both smaller and larger.
artifacts-- **pottery**-- designed unfired; designed fired; fired with no design; glazed simple design; highly glazed without design, highly glazed with designs

Broken clay pots colored with markers work well to copy pottery from real sites. Broken pieces of distinctive student pottery buried in two or more sites works well for establishing trade partners. Beads of various kinds serve the same purpose. Highly glazed pieces from children's tea sets or craft tiles-- leaves, squares, circles etc.-- serve the same purpose. Sculpy and fimo can both be used to create replica pieces. I used sculpy to create Banpo village pots and house foundations.

arrowheads and spear points-- can be purchased from museums and general stores
cave paintings-- I have had students paint with acrylic paint on fired "cave walls".
food remains-- everything from clam shells to grains and seeds, fake bones from models
jewelry-- garage sales and thrift stores provide pieces which can be broken into pieces or beads

Student Instructions: In groups of 3 - 5 students

1. Grid the site.
2. Create a corresponding diagram. Label the grid. A1, A2, A3, B1, B2, B3 etc.
3. Carefully uncover the site layer by layer using paint brushes Carefully place extra dirt in the lid..
4. Record position and depth of all finds. Describe all finds. Draw pictures when necessary.
5. Visit other sites and compare their findings to yours.
6. With the group complete the group assessment.
7. Write a site report which answers the following questions.
   What were the major finds at your site? What assumptions can you make? Why?
   With whom did you trade? How do you know? Evidence?
   Who produced the item? Who traded for it? How do you know?

Sample Sites:

Place	Artifacts	Possible assumptions
Banpo Village	warriors, house foundations, moat, pots	children were important, disease may have killed many at one time, decoration was important, pots were well designed for function
France	arrow heads, cave paintings	paintings may have been used to teach, record danger, produce more animals or children, a long time in one site
Northwest Native American	arrowheads, clam shells, beads, long house timbers	lived on coast, marine diet, traded for the beads, hunting and gathering, some long term living areas
Greece	pottery-- ancient archaic, geometric, black figure, red figure	highly sophisticated pottery techniques, quality and style evolved over time
Imaginary site #1	white tiles--circle, square, leaf; white rectangular solids and cubes; various glass bottles	white had religious significance; produced and traded glass; traded for glazed pottery and white clam shells
Imaginary site # 2	lower levels metal pieces and weapons, highly decorated glazed pottery; Upper levels arrow heads and bones	Earlier (older) civilization was more sophisticated than the one which replaced it on the site later. May have died of disease or natural disaster

Archaeological Dig Evaluation

NAME JOB

NAME JOB

NAME JOB

NAME JOB

GROUP #

How did we work together as a group?

What went well?

What needed improvement?

Did everyone contribute? How?

If not, why not?

Group assessment:						Teacher Assessment:					
quality of group report	1	2	3	4	5	quality of group report	1	2	3	4	5
on task	1	2	3	4	5	on task	1	2	3	4	5
cooperation	1	2	3	4	5	cooperation	1	2	3	4	5
in place	1	2	3	4	5	in place	1	2	3	4	5
Total						Total					

TOTAL / 2

Name ____________________
Date ____________________
Period ____________________

Pre History Essay

Bailey 7

In light of what you know about Paleolithic/ Neolithic societies, analyze Thomas Hobbes, 1588 -1679, statement, *The life of a Paleolithic Hunter was solitary, poor, nasty, brutish, and short.* Perhaps you agree with part of his description but not others. Using everything you know about writing, write a clear, logical well supported essay which defends your point of view. Use all references, art work, and archaeological dig findings as evidence in yo essay. Your essay will be graded according to the following rubric. **YOUR PAPER WILL NOT BE ACCEPTED IF SINGLE SPACED!**

	5	4	3.5	3	0
FORMAT/ CONVENTIONS **title page**	exactly follows MLA format	a minor error in MLA format	two minor errors in MLA	little understanding of MLA	no title page
typed	**double spaced** easily readable font				
	10	**9-8**	**7**	**6-4**	**3-0**
language capitalization, overall editing, punctuation, spelling consistent transitions, strong voice	demonstrates excellent use of conventions	demonstrates control of basic conventions, little editing required	demonstrates some control conventions at grade level, moderate editing required to polish text	glaring errors dominate the paper and may detract from readability, major editing required	errors constantly detract from readability; too short, poor quality product
context (in the intro.)	demonstrates exemplary understanding of historical context (time, place, culture)	demonstrates excellent understanding of historical context	demonstrates average understanding of historical context	demonstrates poor understanding of historical context	demonstrates minimal or no understanding context
thesis	clearly focused, logical and insightful development of controlling ideas of the subject	clearly developed, logically focused thesis	controlling idea clear but may lack development	controlling idea often unclear or incomplete	has a topic lacks focus
IMPACT How successful was it? **Voice**	paper uses original, creative and imaginative writing; writer uses a clear strong voice	strong attempt to use own words and be original well developed voice	good effort to use own words. Some imaginative writing	little use of own words little imaginative writing	
DOCUMENTATION includes works cited list, includes in-text documentation	excellent use of in text citation for all specific facts; includes a document list	usually cites the source of specific facts; includes a document list	specifically documents some sources, includes a document list	little documentation present, includes a document list	little or no documentation, omits document list
10			Total	________/ 60	11

	15-13	12-11	10.5-9	8-7	6-0
Clarity of thought / organization	displays exemplary logic in: paper organization paragraph organization sentence structure word usage organization enhances controlling ideas/ thesis	displays excellent logic in: paper organization paragraph organization sentence structure word usage subtle errors in organization	displays good logic; the piece may ramble slightly; lead and conclusion present but one may be weak	simplistic and or random organization; rudimentary lead and / or conclusion	demonstrates poor logic; minimal organization; no lead or conclusion
depth of knowledge	concrete detail demonstrates deep, broad knowledge of the subject; superior in-depth research evident; uses many vivid details and examples	concrete detail demonstrates excellent knowledge of the subject; excellent research; uses vivid details	does an adequate job of using concrete detail to demonstrate average knowledge of the subject; some vivid details	attempts to use concrete detail; details often in the form of a list without development	does not demonstrate an understanding of the topic, few details
analysis / synthesis	exemplary use of commentary throughout; effectively analyzes and interprets historical data; analyzes the influence of the topic on history; analyzes and relates the influence of the time period on the topic	excellent commentary used throughout, excellent analysis of historical data and the influence of the topic on history, relates the time period to the topic	good use of commentary throughout, good attempt to analyze the historical data and the influence of the topic on history, relates the influence of the times on the topic	poor use of commentary, some attempt to analyze the historical data and the influence of the topic on history, the influence of the times may be missing	little or no use of commentary; minimal attempt to analyze the historical data and the influence of the topic on history
			TOTAL	______________ / 45	

TOTAL ______________ / 105

Your raw score ________________ X .714 = _______________ / 75.

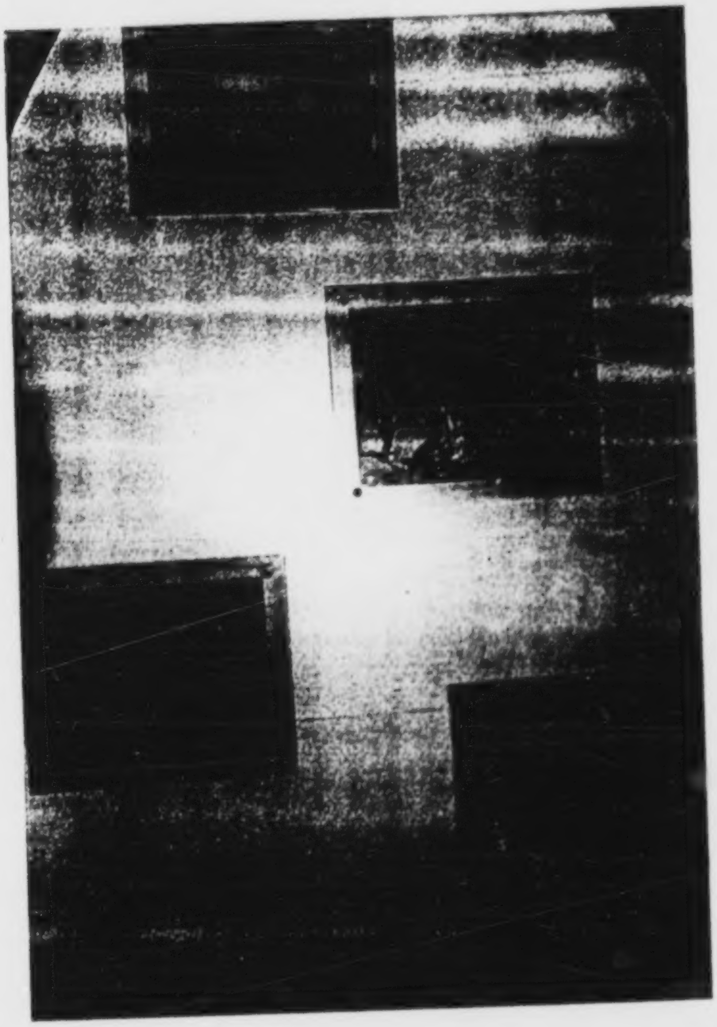
68 - 75	A
60 - 67	B
53 - 69	C
45 - 52	D

Any point scale can be used by dividing desired points by the raw score then multiplying by the constant.

desired score = constant
raw score

constant x the raw score = new score on new scale
The constant will be more or less than 1 depending on whether you want the assignment worth more or less than 105.

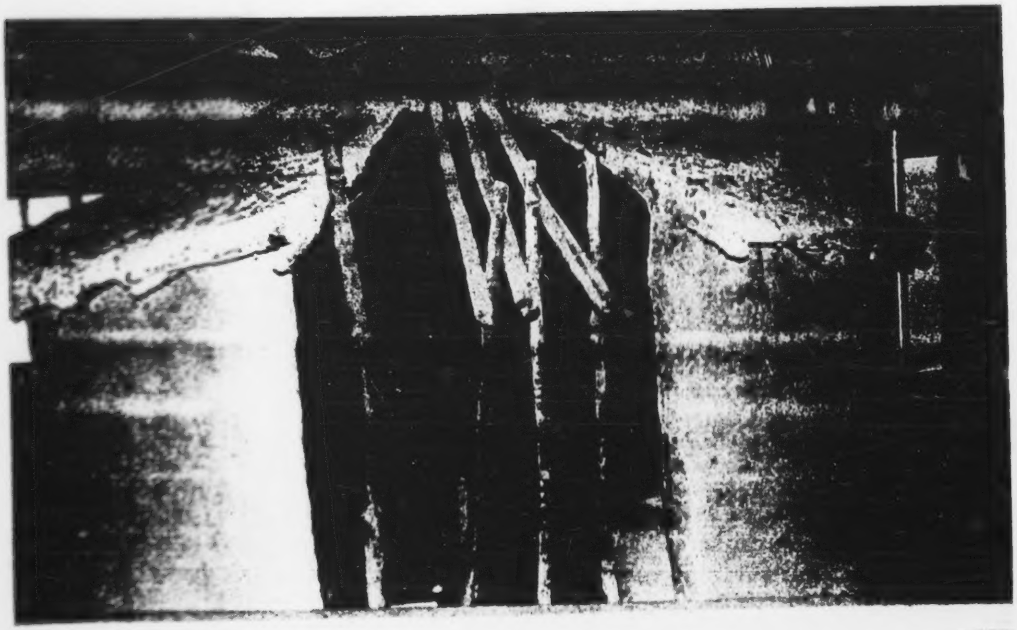
Construction of round houses at Banpo village



1. preliminary stages

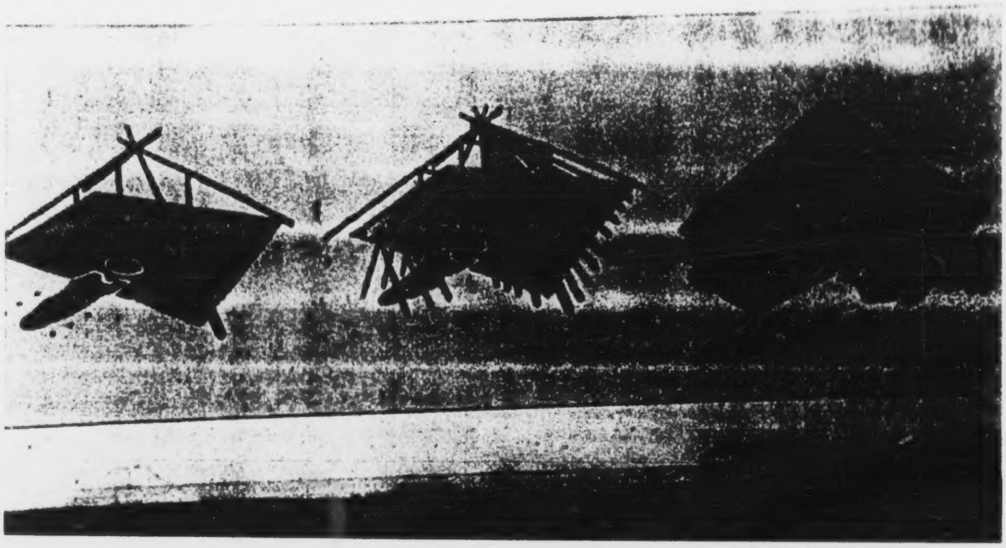
有周边呈圓脊状凸起的采光 内中央有
一瓢形灶坑，居住面上还有

2. Round house
note vertical post holes
roof opening for smoke



3. Round house with fire pit constructed according to archaeological finds vertical post holes and foundation remains.

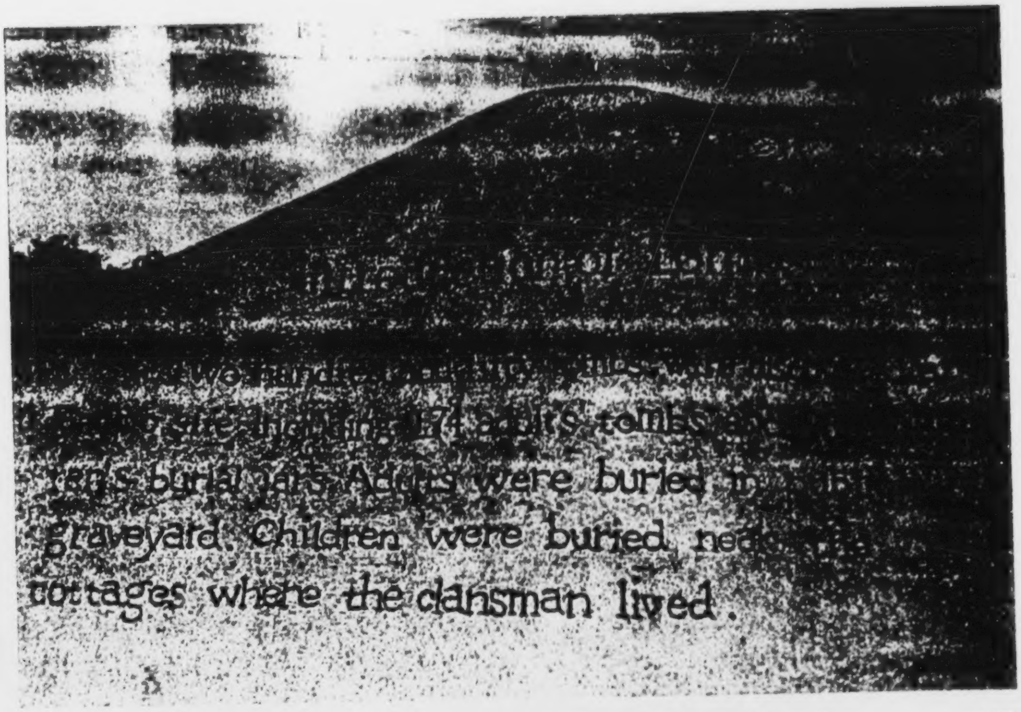
4. Foundation with fire pit for later vertical wall square/ rectangular house.



5 Tetrahedron house with forward fireplace Note structural posts at an angle.

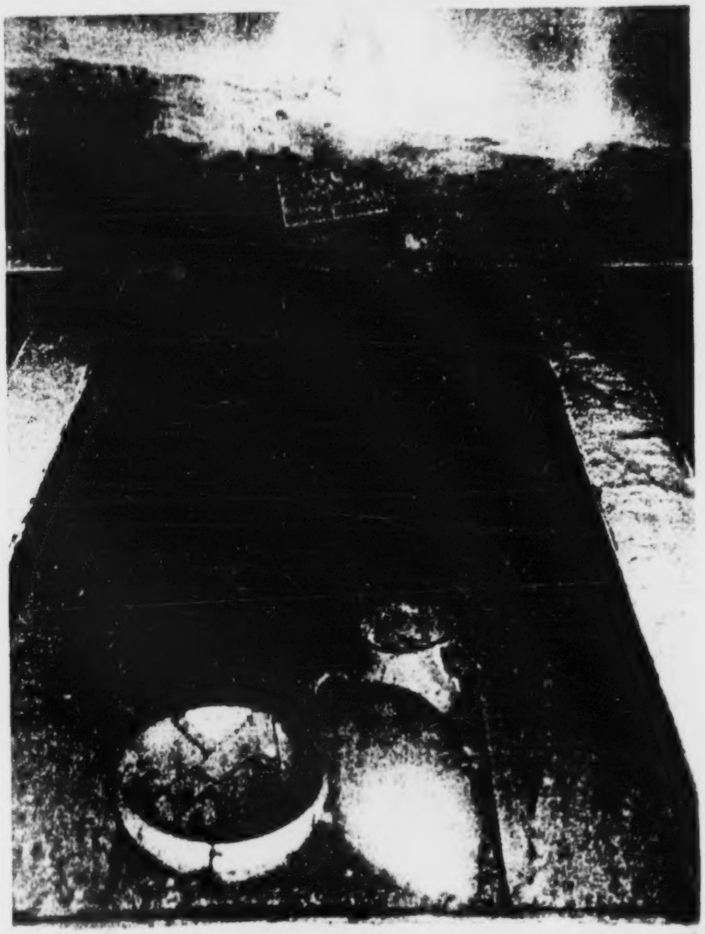
6 Later style rectangular house with central post supports Note smoke window.

居住面和墙壁均用木板处理，十二根
通过中间一行屋柱的隔墙将室内分隔前
说明分间房屋已经出现；屋柱
这种房屋的出现，为



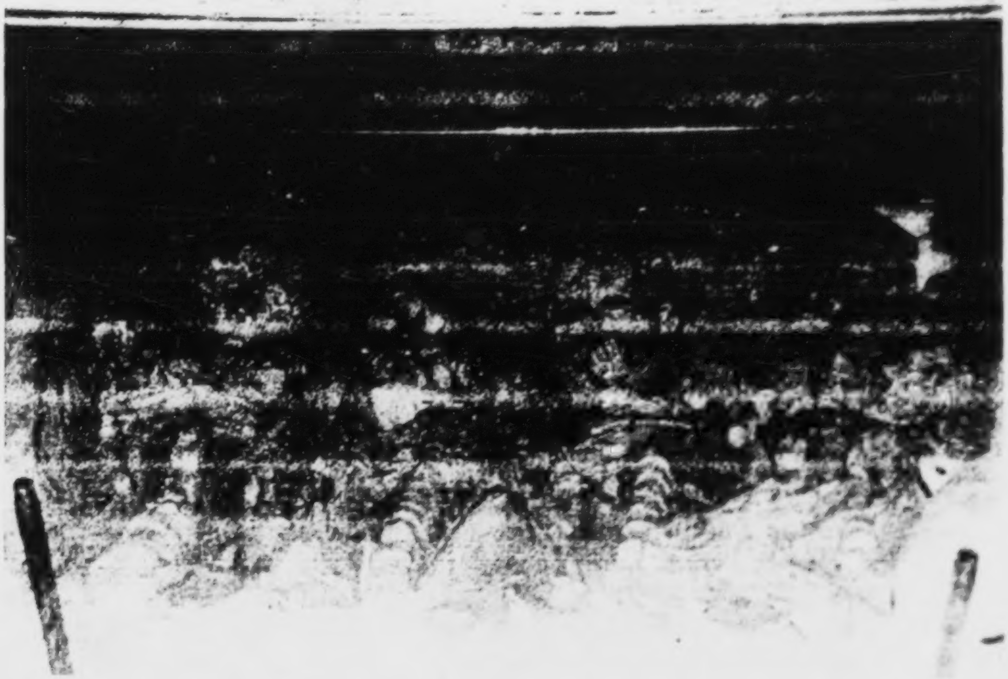
[illegible] two hundred [illegible]
[illegible] site including 174 adults tombs [illegible]
[illegible]'s burial jars. Adults were buried in [illegible]
graveyard. Children were buried nea[illegible]
cottages where the clansman lived.

7. English informational grave sign from Banpo Village



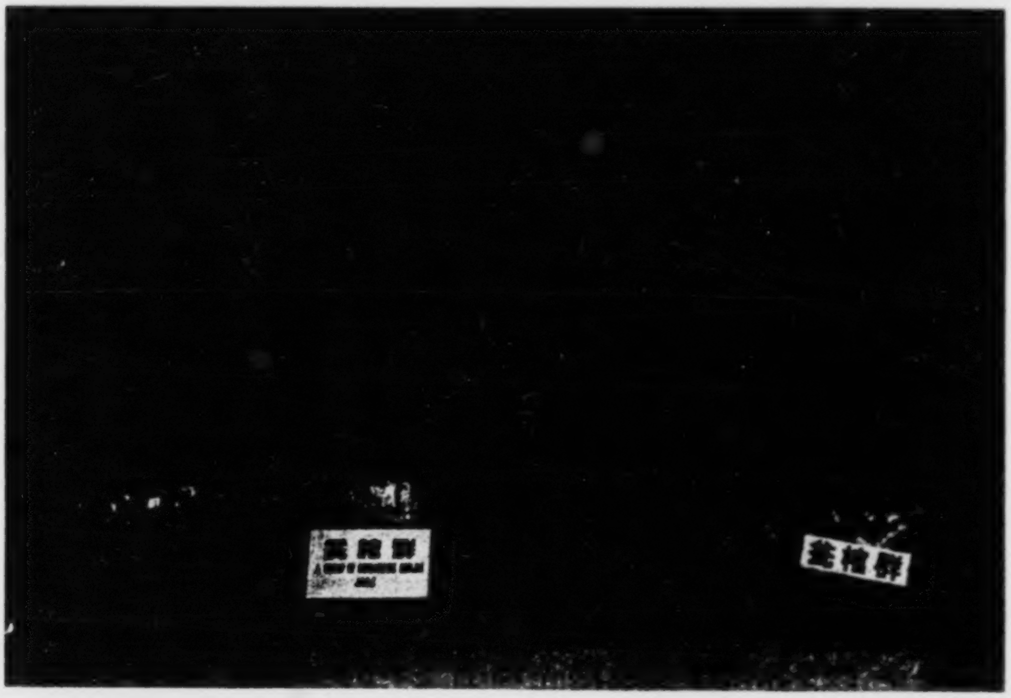
8. Several pots in a grave site with a single skeleton.

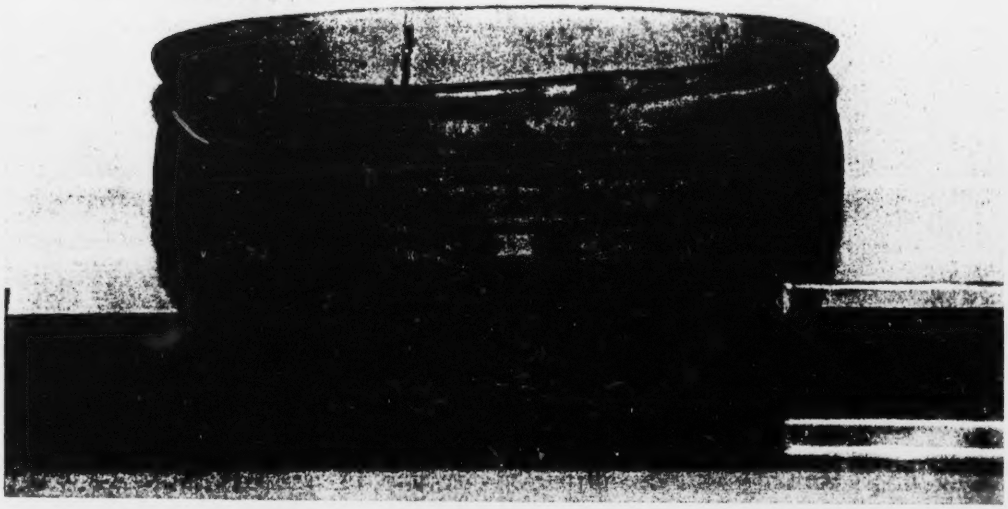
Note the water jug which would have a rope tied to its neck. The pot would float horizontally when empty and descend to a vertical position when full.



9. Four person grave just outside the Banpo village mote.

10. Jars found in and near the houses which contain the bones of children who died before two years of age. The children were not buried with the adults.



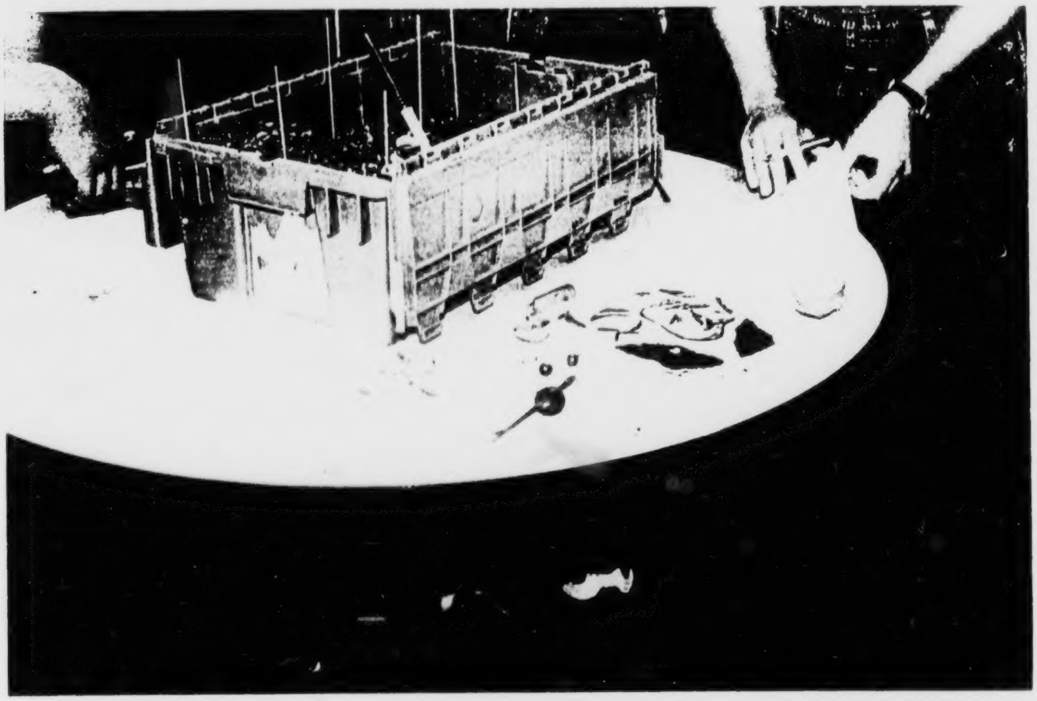


11. Bowl from Banpo Village with distinctive design found of several bowls from the site.

12. Bowl from Banpo Village with a geometric design, makes an interesting comparison with the pottery from the Greek geometric period.

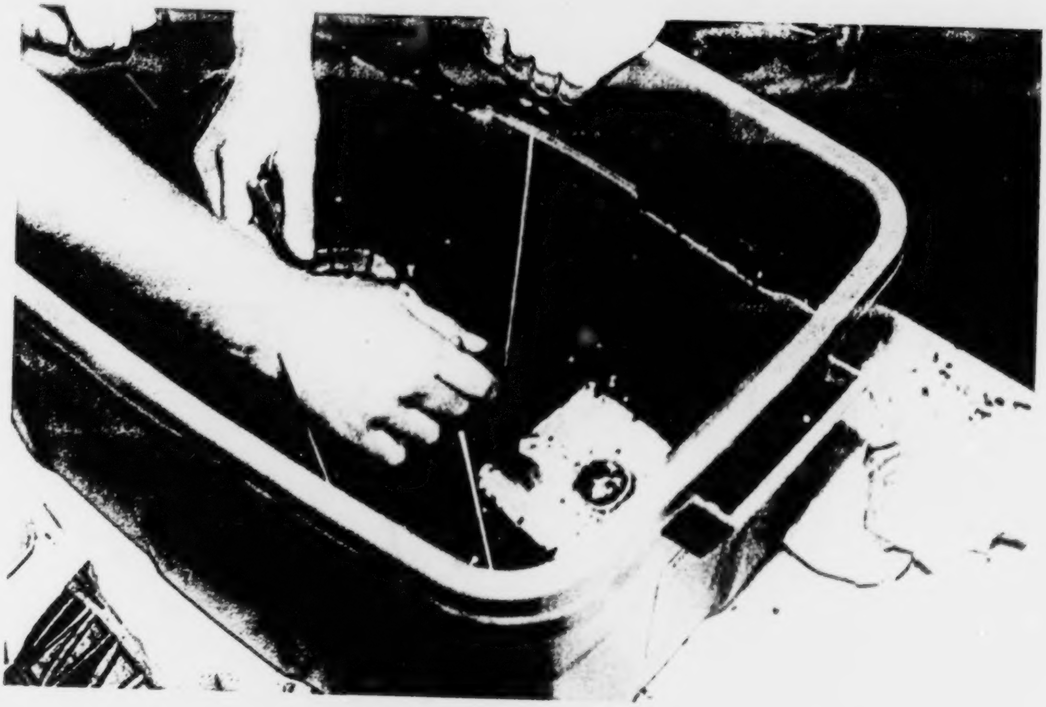
13. Students successfully use brushes at their dig "site" to discover pottery, bones and a "cave painting."

14. Dig box with part of the artifacts uncovered.



15. First step in the dig activity. Students create a grid, make a diagram for their notes, and begin to clear away the layers of dirt with paint brushes.

16. Students uncover warriors from the X'ian portion of the dig site.



17. Students uncover the square house foundation and fire pit from Banpo Village. The post holes which have filled with dirt indicate the posts were installed at an angle creating a tetrahedron.

18. Students uncover a circular house foundation which has post holes that indicate a vertical construction. They also uncover a bowl and pottery shards with the typical Banpo markings.

SCORING GUIDE FOR HIGH SCHOOL WRITING

EXPOSITORY

	1	2	3	4
Content	• Title missing • Thesis/purpose not evident • Focus not on thesis • Introduction lacks introductory technique, background, and/or contextual information • Supporting examples/data/commentary missing or irrelevant; mostly summary • Conclusion unconnected to thesis; fails to summarize ideas • Quotations, if present, unconnected to text/thesis • No understanding of subject/text/materials evident • Visuals/graphics, if present, detract from or do not support thesis/text	• Title shows little thought • Thesis/purpose vague and/or too broad • Focus strays from thesis • Introduction with weak introductory technique; limited background or contextual information • Supporting examples/data/commentary inadequate or insufficient, more summary than analysis • Conclusion fails to incorporate thesis, supporting ideas, or solutions • Quotations, if present, provide limited connection to text/thesis • Minimal understanding of subject/text/material evident • Visuals/graphics, if present, provide minimal support for thesis/text	• Title appropriate and reflects content • Thesis/purpose clear and limited • Focus generally remains on thesis • Introduction with introductory technique provides context and background of topic • Supporting examples/data/commentary relevant, current, sufficient to develop position, ideas, or topic • Conclusion reasserts thesis, summarizes position, and, if appropriate, suggests effective solution or action • Quotations, if present, support thesis • Understanding of subject/text/material evident • Visuals/graphics, if present, support thesis/text	• Title appropriate, interesting, and reflects content • Thesis/purpose focused, insightful, and logical • Focus remains on thesis • Introductory technique engages reader, creates relevance, and sets topic in context • Supporting examples/data/commentary reveal critical analysis and insight • Conclusion expresses an insightful generalization or provides creative solution • Quotations, if present, clearly connect with and develop meaning of text/thesis • Insightful understanding of subject/text/material dominates • Visuals/graphics, if present, develop thesis or illustrate significant points
Organization	• Paper only one or two paragraphs • Thesis missing • Paragraphs have no clear internal organization • No transitions	• Multi-paragraph paper, but missing one or more parts • Thesis improperly placed • Internal paragraph organization faulty • Transitions used inconsistently or repetitively	• Multi-paragraph paper organized with sequential introduction, body, and concluding paragraphs • Thesis stated in introductory paragraph(s) • Body paragraph(s) use topic sentences, supporting details, commentary, and concluding sentences • Transitions connect main ideas and paragraphs	• Multi-paragraph paper clearly, logically organized, using devices such as parallel structure • Thesis positioned effectively • Body paragraph(s) use topic sentences, supporting details, commentary, and concluding sentences fluently • A variety of transitions furthers progression of ideas and paragraphs
Style	• Vocabulary/word choice inappropriate or simple • 1st and/or 2nd person point of view • Voice flat and lifeless • Quotations, if used, disconnected from surrounding ideas • Sentences simple and/or choppy	• Vocabulary/word choice limited and predictable • 3rd person point of view, but inconsistent • Voice inconsistent • Quotations, if used, not effectively blended • Sentences all one length and/or structure	• Vocabulary/word choice effective for the content area • 3rd person point of view consistent • Voice appropriately consistent • Quotations, if used, blended into text • Variety of sentence lengths and structures creates fluency	• Vocabulary/word choice purposeful and precise • 3rd person point of view consistent • Voice unique and/or engaging • Quotations, if used, effectively and fluently woven into text • Sentence variety creates interest
Conventions*	• Sentence fragments/run-ons frequent • Capitalization, punctuation, spelling errors frequent • Grammar errors frequent • Tense errors frequent • Quotation punctuation and citation errors frequent, if used • Word processing / visual(s) format errors frequent • Bibliography/works cited page(s) errors frequent, if used	• Sentence fragments/run-ons detract • Capitalization, punctuation, spelling errors noticeable • Grammar errors noticeable • Tense errors noticeable • Quotation punctuation and citation errors noticeable, if used • Word processing/visual(s) format errors noticeable • Bibliography/works cited page(s) errors noticeable, if used	• Complete sentences • Capitalization, punctuation, spelling correct • Grammar correct • Tense consistent • Quotation punctuation and citations essentially correct, if used • Word processing/visual(s) format appropriate • Bibliography/works cited page(s) essentially correct, if used	• Sentence fragments/run-ons, if present, achieve effect • Capitalization, punctuation, spelling correct; complex forms risked • Grammar correct; complex forms risked • Tense use accurate • Quotation punctuation and citations correct, if used • Word processing/visual(s) presentation quality • Bibliography/works cited page(s) correct, if used

*Use MLA/APA Style Guides or appropriate style guides

© Edmonds School District, 01/22/98

Edmonds School District
Holistic Scoring Guide for High School Writing

EXPOSITORY

Points	Description
4	• Demonstrates insightful and consistent purpose; focused on thesis • Reveals critical analysis of topic through well-selected examples, data, and commentary • Is clearly and logically organized into well-developed introduction, body, and conclusion • Includes a variety of transitions which further ideas and paragraphs • Uses 3rd person point of view consistently with a unique or engaging voice • Chooses words purposefully and precisely to fit content area • Follows rules of standard written English for capitalization, punctuation, spelling, and sentence formation; complex forms risked
3	• Maintains a clear purpose and generally remains focused on thesis • Has relevant and sufficient examples, data, and/or commentary; understanding of material evident; may have uneven development of some points • Is organized into sequential introduction, body, and concluding paragraphs • Provides transitions to connect main ideas and paragraphs • Uses 3rd person point of view consistently with an appropriate voice • Uses words which are clear and effective for content area • Follows rules of standard written English for capitalization, punctuation, spelling, and sentence formation
2	• Has vague purpose and may stray from thesis • Uses irrelevant or insufficient examples, data, and/or commentary; minimal understanding of material evident • Shows an attempt at organization, but is missing one or more parts of the introduction, body, or conclusion • Provides transitions which are weak or repetitive • Uses 3rd person point of view inconsistently; voice inconsistent • May have awkward word choice • Contains noticeable errors in standard written English: capitalization, punctuation, spelling, and sentence formation
1	• Has no evident purpose or thesis • Uses few examples, data, and/or minimal commentary; little understanding of material evident • Contains only one or two paragraphs • No transitions are evident • Uses 1st or 2nd person point of view (I, you); flat or lifeless voice • Uses words which are simple or inappropriate • Contains frequent errors in standard written English: capitalization, punctuation, spelling, and/or sentence formation
0	• No paper, off-task, or acts of plagiarism

©Edmonds School District, 1998

Content Standards: Social Studies

These content standards contain the state's Essential Learning statements and corresponding grade band benchmarks included by framework writers. Please see the Supplement section to view this content on a K-12 continuum and to find connections to other framework documents.

HISTORY:

Essential Learning # 1: The student understands and examines major ideas, eras, themes, developments, turning points, chronology, and cause-and effect-relationships in Washington State, United States, and world history.

1.1 Use thematic timelines to explain historical patterns and to sequence events and individuals into historical time periods.
1.2 Analyze the historical development of Washington State history and government including the Washington State Constitution.
1.3 Identify and analyze major issues, movements, and events in U.S. history from 1870 to the present with particular emphasis on growth and conflict.
1.4 Analyze the historical development of civilizations drawn from different continents with regard to turning points, ideas, people, places, and patterns of life.
1.5 Analyze the role of conflict, cooperation, and interdependence in global issues.
1.6 Analyze ways individuals have shaped history.
1.7 Analyze how specific political, social, and cultural forces have brought about major historical change and continue to impact present society.
1.8 Analyze examples illustrating cause and effect to understand past. present and future trends in history.

Essential Learning # 2: The student applies the methods of social science investigation to investigate, compare, and contrast interpretations of historical events.

2.1 Present a research proposal based upon the selection and availability of resources.
2.2 Develop and implement research strategies for investigating a historical topic of choice.
2.3 Use note taking, organizational strategies, outlines, footnoting, and annotated bibliographies to organize and record information.
2.4 Analyze interpretations of issues and events by comparing historians' choices of questions, sources used, perspectives, beliefs, and points of view.
2.5 Evaluate competing interpretations of issues and events to make a reasoned judgment.
2.6 alternative ways of analyzing and interpreting findings.

Essential Learning # 3: The student understands the origin and impact of ideas and technological developments on history and social change.

3.1 Analyze changing interpretations of an idea through several time periods or situations.
3.2 Analyze past and present trends in technology, predict future technological developments, and assess their impact on individuals, society, and culture.

ECONOMICS:

Essential Learning #1: The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups, and society.

1.1 Analyze ways different economic forces have influenced the production, distribution, and consumption of goods and services
1.2 Analyze how key economic concepts play a role in different economic systems.
1.3 Compare and contrast major advantages and disadvantages of capitalist, socialist and communist systems.
1.4 Compare and contrast major advantages and disadvantages o the three major forms of business.
1.5 Analyze the positives and negatives of career choices in different organizational settings
1.6 Examine the role of investment, loaning, debt, and bankruptcy in the United States.
1.7 Analyze various types of economic choices, describing how they impact other groups and individuals.
1.8 Analyze how different types of governments influence their economies.
1.9 Evaluate how the private and public sectors impact global trade.
1.10 Evaluate the Economic advantages and disadvantages of Washington state's economy as it relates to international economic regions.

CIVICS:

Essential Learning # 1: The student understands and can explain the core values and principles of the U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution.

1.1 Explain key concepts of the founding documents and evaluate their impact on the contemporary and historical political systems in the United States
1.2 Analyze examples showing how democratic ideals have changed in history and contemporary society.
1.3 Analyze ways in which civic participation can influence democratic government.

Essential Learning # 2: The student analyzes the purposes and organization of government and laws.

2.1 Analyze examples of how the checks and balances system has functioned in American history and how it functions in contemporary society
2.2 Analyze positive and negatives of the distribution of power between the branches of government, political parties, and local, state, and federal governments.
2.3 Analyze how different types of governments create, enforce, and interpret laws to meet the needs of people and maintain order.
2.4 Investigate how laws are interpreted and enforced by various levels of government, the public sector, private sector, and individual citizens.
2.5 Analyze how forms of government develop from political ideologies.

Essential Learning # 3: The student understands the purposes and organization of international relationships and how U.S. foreign policy is made.

3.1 Evaluate how U.S. foreign policy decisions affect the United States and other nations of the world.
3.2 Analyze how global issues affect U.S. public policy and international relations.
3.3 Analyze how national priorities influence international relations.

Essential Learning; The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

4.1 Analyze how civic responsibilities relate to decision-making at the local, state, and national levels.
4.2 Analyze why democracy requires citizens to deliberate on public problems and participate in collective decision-making.
4.3 Evaluate the positive and negative consequences of public opinion and the media on policy development.
4.4 Analyze how individual rights are balanced against the general welfare of the group.
4.5 investigate how civic participation, through discussion and community involvement, is a vital part of citizenship and can influence public policy.

GEOGRAPHY

Essential Learning # 1: The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.

1.1 Analyze information about physical, political, and cultural features from a variety of geographic tools
1.2 Create thematic maps, tables, and graphs using data and symbols to explain findings from research and analysis of a topic.
1.3 Use mental map skills to discuss and describe events on a local, national, and world scale.
1.4 Evaluate how the Earth's physical features impact political and cultural features.
1.5 Evaluate how political features impact physical and cultural features.
1.5 Evaluate how cultural features impact physical and political features.

Essential Learning # 2: The student understands the complex physical and human characteristics of places and regions.

2.1 Analyze how regional characteristics define a place.
2.2 Analyze how social, cultural, economic, and geographical forces impact places and regions.
2.3 analyze how cultural, political, and physical characteristics of the Pacific Northwest impact relations within the Pacific Rim and other nations of the world.
2.4 Analyze how cultural, political, and physical characteristics of the Pacific Rim impact relationships with other nations of the world.

Essential Learning # 3: The student observes and analyzes the interaction between people, the environment, and culture.

3.1 Analyze how cultural influences and identity affect interactions among individuals and groups.
3.2 Analyze how peoples' responses to environmental issues are shaped by cultural identity.
3.3 Analyze how different methods of communication can affect cultures.
3.4 Examine how the groups that comprise a national culture interact.

Social Studies Curriculum Framework (Grades 9-10)
©1 998 Edmonds School District: Standards & Assessment

British Museum-- a terrific source for activity books, art design books, women's history (prehistoric to the present), mythology, and various periods in history at reasonable prices. The first address will gain you a list of books, games and resources for sale. The second is for helping teachers arrange tours, get materials, and take courses from the museum.

The Marketing Assistant
British Museum Press
46 Bloomsbury Street
London WC1B 3QQ

British Museum Education Service
Great Russell Street
London WC1B 3DG
Tel. 071-323-8511/8854

Some titles:
The Ancient Egyptians Activity Book
The Ancient Greeks Activity Book
The Angle-Saxons Activity Book
The Celts Activity Book
Prehistoric Britain Activity Book
The Vikings Activity Book
Arctic Hunters: Indians and Inault of Northern Canada
The British Museum Cook Book
North American Indian Designs
African Art Designs
Early Medieval Designs
Ancient Egyptian Designs
Book of the Dead

World Eagle -- a great source of current charts, graphs, tables and chronologies of current events; covers both domestic and foreign problems

111 King Street
Littleton, MA 01460-1527
1-800-854-8273

Los Angeles County Art Museum-- the best source I have found for slides for many periods of history, and activities to go with them. These packets often include maps, chronologies, and history. The packets always includes detailed information about each of the slides and suggestions for classroom activities.

Education Department
Los-Angeles County Museum of Art
5905 Wilshire Boulevard
Los Angeles, California 90036

Ask for a list of Evenings for Educators materials.

Dover Publications, Inc.-- a wonderful source for graphics to illustrate handouts or create activities.
These are often in coloring book format.

Dover Publications, Inc.
31 East 2nd Street
Mineola, New York 11501

Bellerophon Books-- similar to Dover Press.

Bellerophon Books
36 Anacapa Street
Santa Barbara, CA 93101

Send a 3-stamped long envelope for the latest catalog.

Teacher Created Materials, Inc. -- thematic units for a number of time periods written for primary and middle school but adaptable to high school.

Teacher Created Materials, Inc.
P.O. Box 1040
Huntington Beach, CA 92647

Explorers, Civil War, Medieval Times, Ancient Egypt, Revolutionary War, Industrial Revolution, Ancient Greece, Renaissance

Art History & Appreciation Activities Kit
Helen D. Hume
The Center for Applied Research in Education
A division of Simon and Schuster
West Nyack, NY

Art Smart: Ready-to-Use Slides and Activities
for teaching art history and appreciation
Susan Rodriguez
Prentice Hall
Englewood Cliffs, New Jersey 07632

Universal Color Slide Catalogue
an excellent source of slide sets, books, videos,
fax 1-800-487-0250
customer service 1-800-326-1367

Usborne Illustrated World History-- many units with numerous pictures and minute detail about daily life, charts, maps, who's who, chronologies

Early Civilization
The Greeks
The Romans

Usborne Publishing Ltd.
Usborne House
83-85 Saffron Hill
London ED IN 8RT, England

David Macaulay's works provide a wealth of information and detail about a particular time or times.

How Things Work
Cathedral
Pyramid
City
Castle

Journeys to the Past: Historical Documents of Washington
Office of the Secretary of State
Division of Archives

Washington State Archives-- Main Branch
12th and Washington Street
Olympia, WA 98504

After Math I, II, III and IV
Published by Dale Seymour

Physics Begins With an M . . Mysteries, Magic, and Myth by John W. Jewett

Allyn and Bacon
A Division of Simnon and Schuster, Inc.
160 Gould Street
Needham Heights, Massachusetts 02194

Universal Patterns by Rochelle Newman & Martha Boles

The Surface Plane by Martha Boles and Rochelle Newman

Pythagorean Press
Bradford, Massachusetts 01835 - 0162
This is currently available through the Universal Slide Catalogue

Curriculum Unit
Social Studies
China: Moving into the New Millinnium
A Study of China's Past, Present and Future
by
Shirley Bell
Oak Grove Middle School
Oak Grove, Missouri

Overview/Rationale: Since I, Shirley Bell, had spent one month in China as a Fulbright-Hays Scholar and explored five cities of China, I felt that the sixth graders of Oak Grove Middle School should be given an opportunity to study and be exposed to many of the experiences I had in my travels throughout China. I found that I touched the past, present and future of China and wanted to share my pictures, slides and hands-on articles, so they might taste and feel the pulse of China's geography, history, religion, arts, language, calligraphy and literature.

Goals:
The students will gain an understanding of China's geography, history, religion, culture, language, calligraphy and arts through various teaching strategies and educational activities.

Grade Level:
Sixth Grade/ Middle School

Time Allotment:
Three to Four Weeks

Day 1 Geography of China

Objective or Goal:

The students will brainstorm what they know about China.
The students will be introduced to a map of China and view the trip(on overhead) made by Mrs. Bell.
The students will identify the various geographic features of China by using textbook..
The students will use a map and develop a key locating certain geographic features.

Time Allotment:

One day

Materials Needed:

Textbook: Eastern Hemisphere, MacMillan Publishing Company
Overheads of Map of China, Mrs. Bell's trip and student's map
Student's copy of Map of China and student assignment

Procedure:

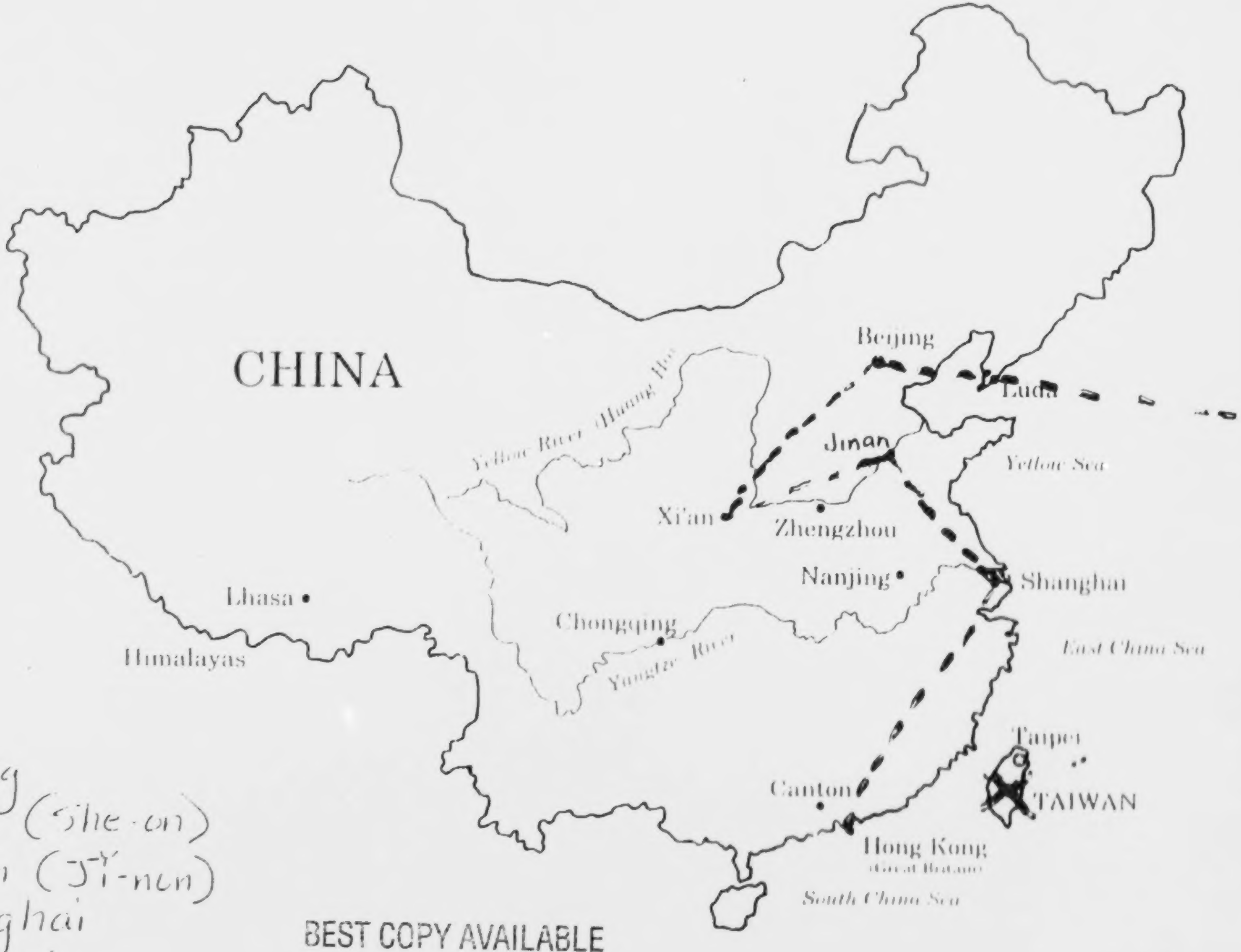
The teacher will have students brainstorm in groups or as a class what they know about China. The teacher will read and discuss pages 457-461 on Geography of China. Students will be given directions on their China map assignment.

Assessment:

Student will make a key and compass on their China map and color according to directions. They will then answer five questions concerning the map they have created.

References:

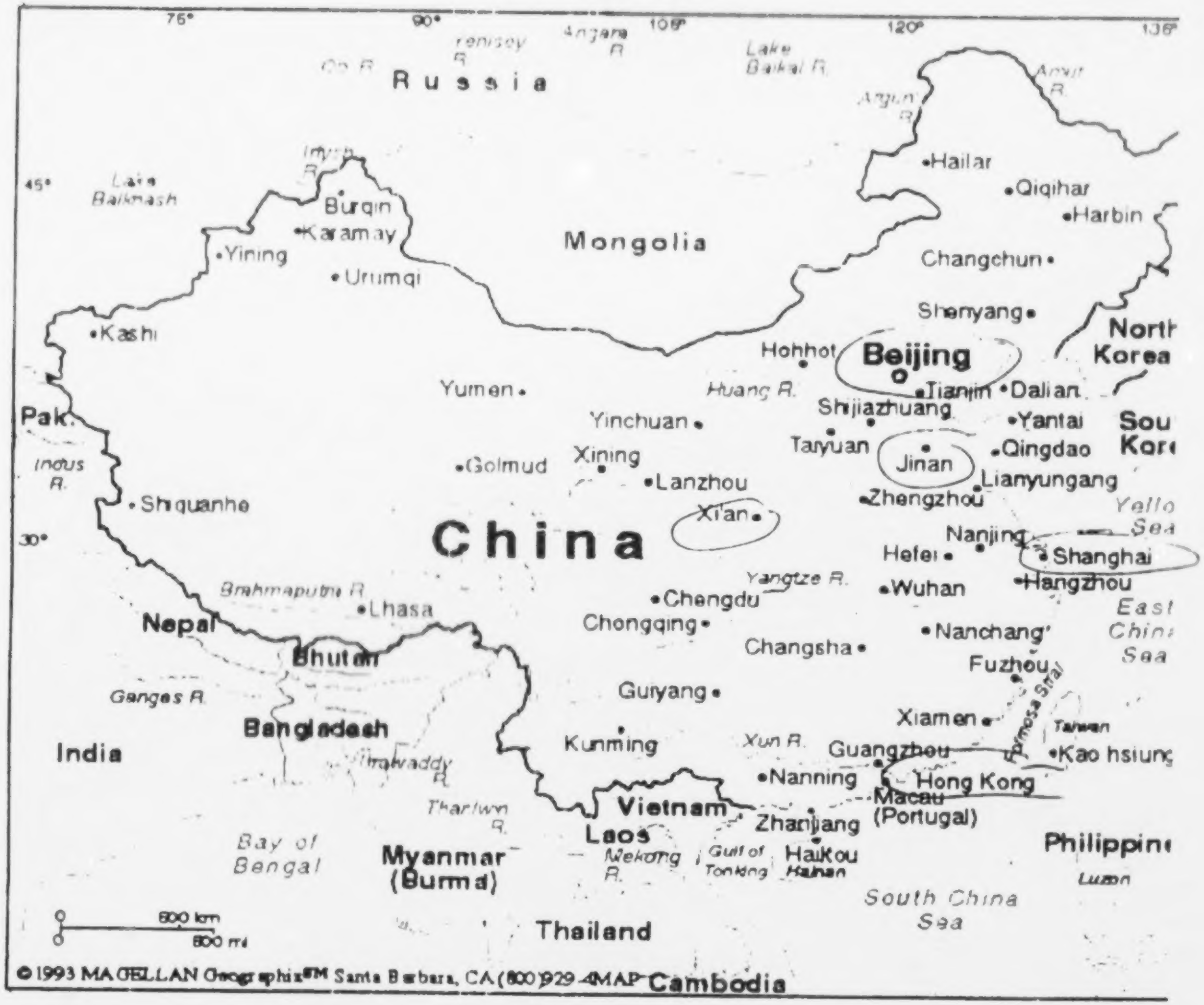
Eastern Hemisphere, MacMillian Publishing Company, New York
World Neighbor Series-China, Creative Teaching Press, Inc.
Our Global Village-China, Milliken Publishing Company, St. Louis, MO


CHINA
Beijing
Luda
Jinan
Yellow River (Huang He)
Yellow Sea
Xi'an
Zhengzhou
Nanjing
Shanghai
Lhasa
Chongqing
Yangtze River
Himalayas
East China Sea
Taipei
TAIWAN
Canton
Hong Kong
(Great Britain)
South China Sea

Beijing
Xi'an (She-on)
Jinan (Jī-nan)
Shanghai
Hong Kong

BEST COPY AVAILABLE

Mapping China



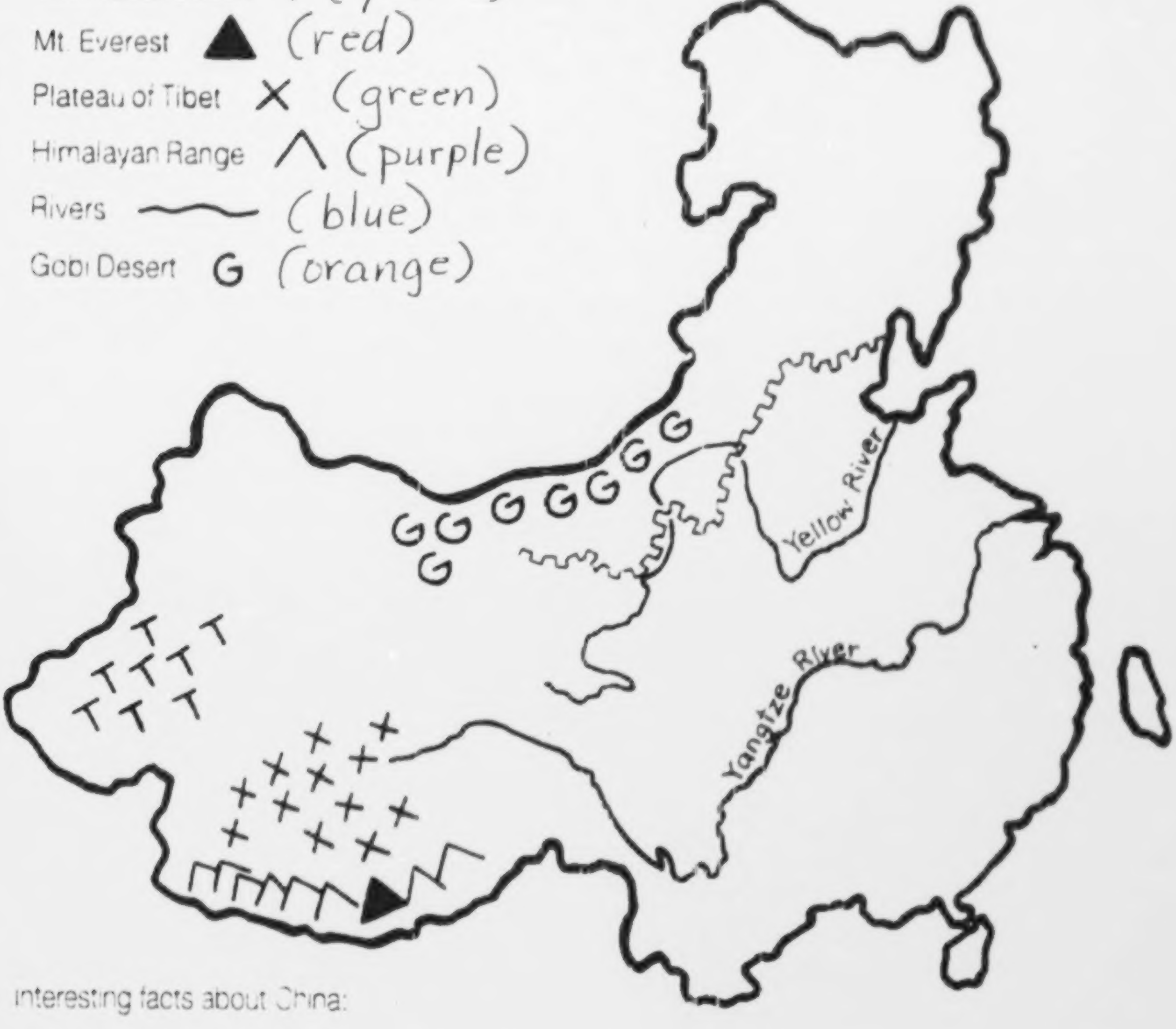
75°
90°
105°
120°
135°
45°
30°
Yenisey R.
Angara R.
Lake Baikal R.
Ob R.
Russia
Argun R.
Amur R.
Irtysh R.
Lake Balkhash
Burqin
Karamay
Yining
Urumqi
Mongolia
Hailar
Qiqihar
Harbin
Changchun
Shenyang
Kashi
Hohhot
Beijing
Tianjin
Dalian
North Korea
Yumen
Huang R.
Shijiazhuang
Yantai
South Korea
Pak.
Yinchuan
Taiyuan
Jinan
Qingdao
Indus R.
Golmud
Xining
Lanzhou
Lianyungang
Shiquanhe
Zhengzhou
Yellow Sea
Xi'an
Nanjing
China
Hefei
Shanghai
Hangzhou
Brahmaputra R.
Yangtze R.
Wuhan
Lhasa
Chengdu
East China Sea
Nepal
Chongqing
Nanchang
Changsha
Bhutan
Fuzhou
Formosa Strait
Ganges R.
Guiyang
Xiamen
Taiwan
Bangladesh
Kao hsiung
India
Kunming
Xun R.
Guangzhou
Irrawaddy R.
Nanning
Hong Kong
Macau (Portugal)
Tharlwin R.
Vietnam
Zhanjiang
Bay of Bengal
Laos
Myanmar (Burma)
Mekong R.
Gulf of Tonking
Haikou
Hainan
Philippines
Luzon
South China Sea
800 km
800 mi
Thailand
Cambodia

© 1993 MAGELLAN Geographix℠ Santa Barbara, CA (800) 929-4MAP

MAP OF CHINA

The People's Republic of China

Great Wall ⊓⊓⊓⊓⊓ (brown)
Taklimakan Desert T (yellow)
Mt. Everest ▲ (red)
Plateau of Tibet X (green)
Himalayan Range ∧ (purple)
Rivers ～ (blue)
Gobi Desert G (orange)



Interesting facts about China:

Population–the most people in the world, approximately 1,170,000,000

Himalayas–the highest mountain range in the world

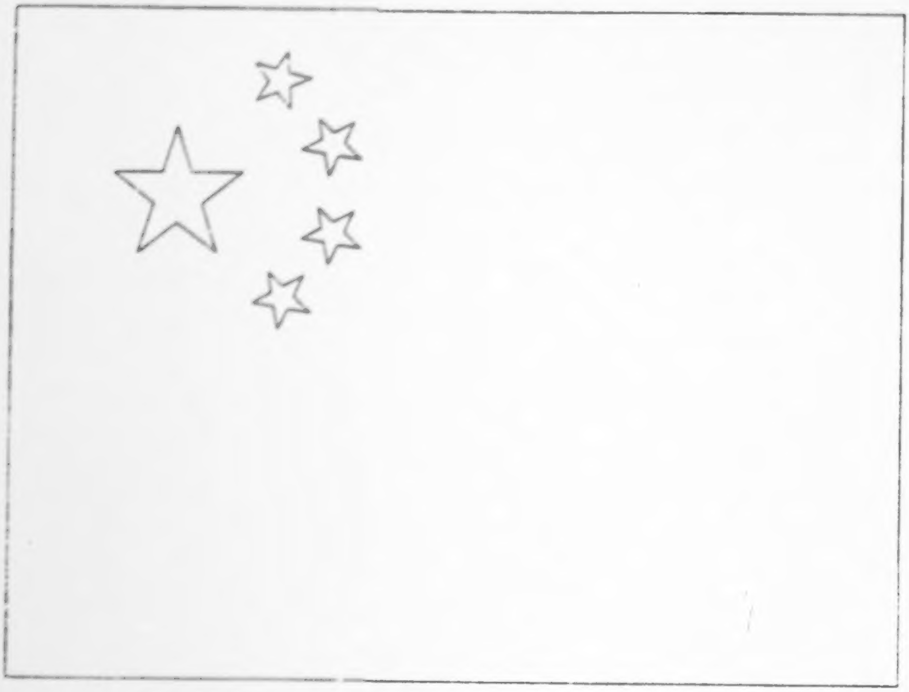
Chinese Grand Canal–the longest canal in the world

Great Wall of China–the largest structure in the world

Plateau of Tibet–the largest plateau in the world, sometimes called Roof of the World

The Chinese Flags

Here are the flags of two Chinas!

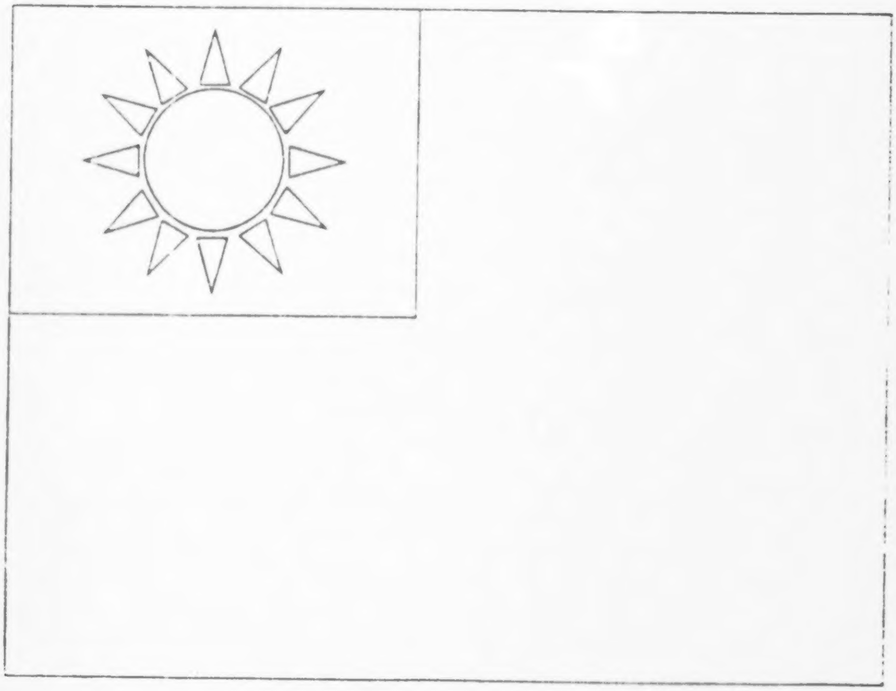


Mainland China is a gigantic 3,700,000 square miles with a population of over a billion.

The flag of mainland China is red with yellow stars.

Taiwan is an island off the southeastern coast of Mainland China with an area of only 14,000 square miles but a population of around 25 million.

The corner of the flag is blue with a white circle and triangles. The rest of the flag is red.



Questions about the Map of China

1) What direction is the Great Wall of China found in China?

2) What part of China is Mt. Everest found?

3) What direction in Chine is the Gobi Desert?

4) What part (direction) is the Plateau of Tibet?

5) What intermediate direction does most of the Yangtze River flow?

Answers to Questions about the Map of China

1) North

2) South

3) North

4) South

5) Northeast

Day 2 History of China

Objectives or Goals:

The students will examine and explain the role of dynasties in China.
The students will organize a time line and discover what events have occurred in China.
The students will review the geography of China by means of coordinates.

Time Allotment:

One Day

Materials Needed:

Textbook: Eastern Hemisphere, MacMillian Publishing Company
Chinese Timeline
Important Events in Chinese History
China Coordinates

Procedure:

The teacher will review over geography assignment and collect. Then the teacher will read and discuss pages 462-463 and discuss the significance of the dynasties of China. Then students will be given a date and event in Chinese history and make a human timeline in the class. Discussion and questions may be answered as this activity is taking place. Then directions will be given to students on the Important Events in Chinese History and China Coordinates assignment.

Assessment:

Important Events in Chinese History(Review four dynasties)
China Coordinates

References:

Eastern Hemisphere, MacMillian Publishing Company, New York
Timeline-Teacher generated
China Coordinates-The Mailbox, The Education Center, Inc., May-June, 1989.

CHINESE TIME LINE

CA 3200 BC	FARMING VILLAGES SUCH AS BANPO PRODUCE POTTERY IN KILNS. WOMEN DID MUCH OF THE HEAVY LABOR.
6TH CENT BC	LAO TSE TEACHES TAOISM AND CONFUCIUS TEACHINGS ARE ACCEPTED BY THE CHINESE PEOPLE.
CA 221-210 BC	CHINA UNITES AS AN EMPIRE UNDER QIN SHI HUANGDI AND HE BUILDS THE GREAT WALL OF CHINA.
210 BC	AT THE DEATH OF THE EMPEROR A TERRA COTTA ARMY IS MADE TO GUARD HIS TOMB NEAR MODERN DAY XIAN.
200-600 AD	BUDDHISM COMES FROM INDIA INTO CHINA.
618-906 AD	TANG DYNASTY RULES AND PRINTING WAS INVENTED.
1275-1292 AD	MARCO POLO VISITED CHINA.
1279-1368 AD	KUBLAI KHAN, MONGOL LEADER RULES CHINA.
1842	AFTER THE OPIUM WAR, THE TREATY OF NANJING GAVE HONG KONG TO BRITAIN AND OPENED FIVE CHINESE PORTS TO BRITISH TRADE.
1900	BOXER REBELLION KILLED WESTERNERS AND CHINESE CHRISTIANS.
1912	THE REPUBLIC OF CHINA WAS ESTABLISHED.
1928	THE NATIONALISTS UNDER CHIANG KAI-SHEK UNITED CHINA UNDER

	ONE GOVERNMENT.
1931	THE JAPANESE SEIZED MANCHURIA
1934-35	MAO TSE-TUNG LED THE CHINESE COMMUNISTS ON THE LONG MARCH.
1937	WAR WITH JAPAN.
1949	CHINESE COMMUNISTS UNDER MAO-TSE TUNG TAKES OVER CHINA.CHIANG KAI-SHEK SETS UP THE NATIONALIST GOVERNMENT IN TAIWAN. (FORMOSA)
1958	THE COMMUNISTS LAUNCHED THE GREAT LEAP FORWARD WHICH WEAKENED CHINA'S ECONOMY.
1966	THE CULTURAL REVOLUTION BEGINS. IT DISRUPTS EDUCATION, THE GOVERNMENT, AND DAILY LIFE.
1962	CHINESE TROOPS FOUGHT A BORDER WAR WITH INDIA.
1971	U.S. PING PONG TEAM VISIT CHINA (PING PONG DIPLOMACY) CHINA WAS ADMITTED TO THE UNITED NATIONS. TAIWAN IS OUSTED FROM THE U.N.
1972	PRESIDENT NIXON VISITS CHINA.
1979	CHINA AND THE U.S. ESTABLISH DIPLOMATIC RELATIONS.
1989	TIANANMEN SQUARE MASSACRE OCCURS. STUDENTS DEMONSTRATE FOR A DEMOCRACY.
1997	CHINA RECEIVES HONG KONG BACK AFTER 99-YEAR LEASE BY THE BRITISH.
1999	THE FORMER BRITISH COLONY OF MACAO WILL BE RETURNED TO

Name ______________________ Use with pages 462-

Important Events in Chinese History

Use the events in the box to complete the chart below. Then answer the questions that follow. For help, you can refer to pages 462–469 in your textbook.

The Forbidden City was built.
Kublai Khan became the emperor of China.
The construction of the Great Wall began.
The Grand Canal was extended to Beijing.

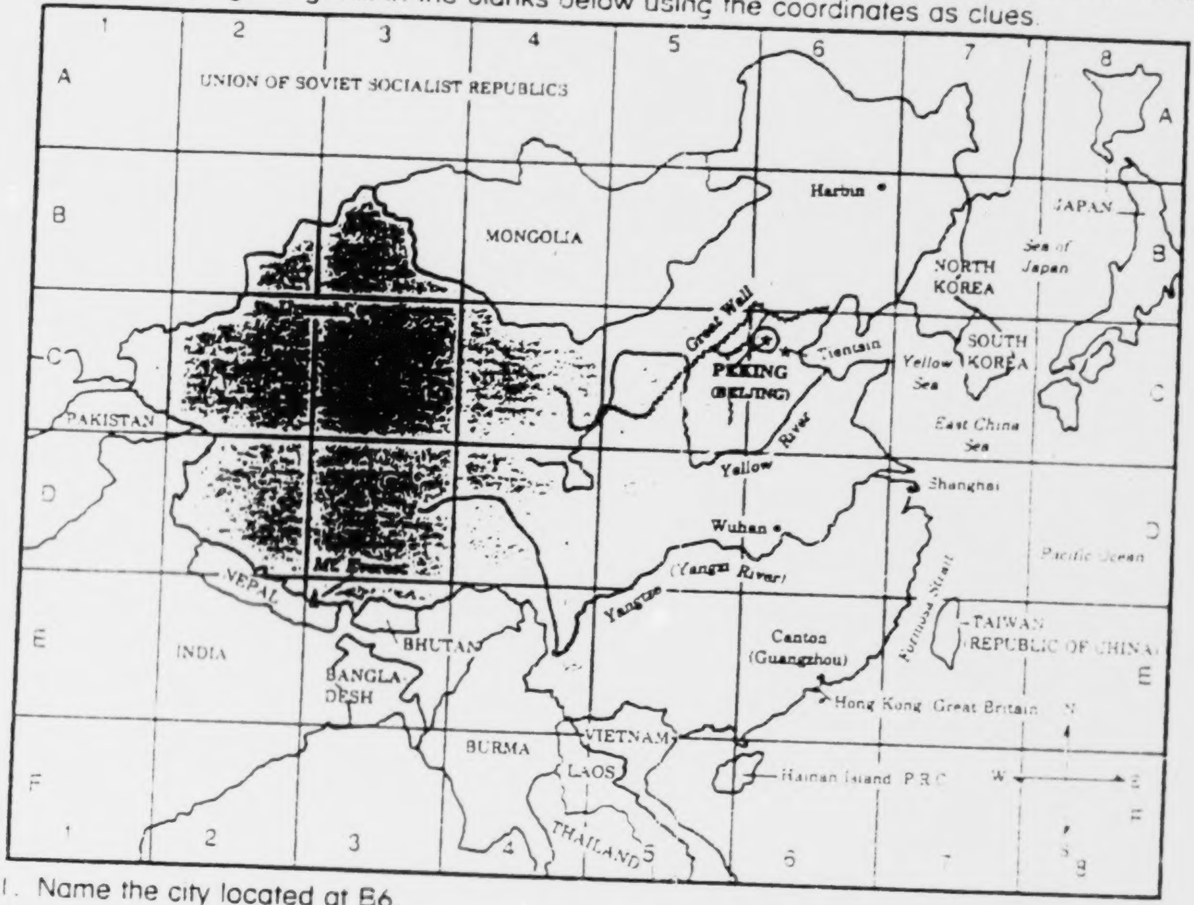
Dynasty	Dates	Events Under the Dynasties
Qin	221–206 B.C.	**Event:** ____________________ ____________________ **Importance of Event:** ____________________ ____________________
Yuan	A.D. 1279–1368	**Event:** ____________________ ____________________ **Importance of Event:** ____________________
Ming	A.D. 1365-1644	**Event:** ____________________ ____________________ **Importance of Event:** ____________________ ____________________
Ming	A.D. 1368–1644	**Event:** ____________________ ____________________ **Importance of Event:** ____________________ ____________________ ____________________

Macmillan Publishing Company

Name ______________________________

China Coordinates

Some maps use *coordinates*, or a set of numbers and letters, to make it easier to locate an area. Look at the map of China. Notice that if you start at E and move your finger over to 6, you will find Hong Kong. Fill in the blanks below using the coordinates as clues.


1
2
3
4
5
6
7
8
A
B
C
D
E
F
UNION OF SOVIET SOCIALIST REPUBLICS
MONGOLIA
Harbin
JAPAN
Sea of Japan
NORTH KOREA
SOUTH KOREA
Great Wall
Tientsin
PEKING (BEIJING)
Yellow Sea
East China Sea
PAKISTAN
Yellow River
Shanghai
Wuhan
Pacific Ocean
Mt. Everest
NEPAL
(Yangzi River)
Yangtze
Formosa Strait
TAIWAN REPUBLIC OF CHINA
INDIA
BHUTAN
Canton (Guangzhou)
BANGLADESH
Hong Kong Great Britain
N
W
E
S
VIETNAM
BURMA
LAOS
Hainan Island P.R.C.
THAILAND

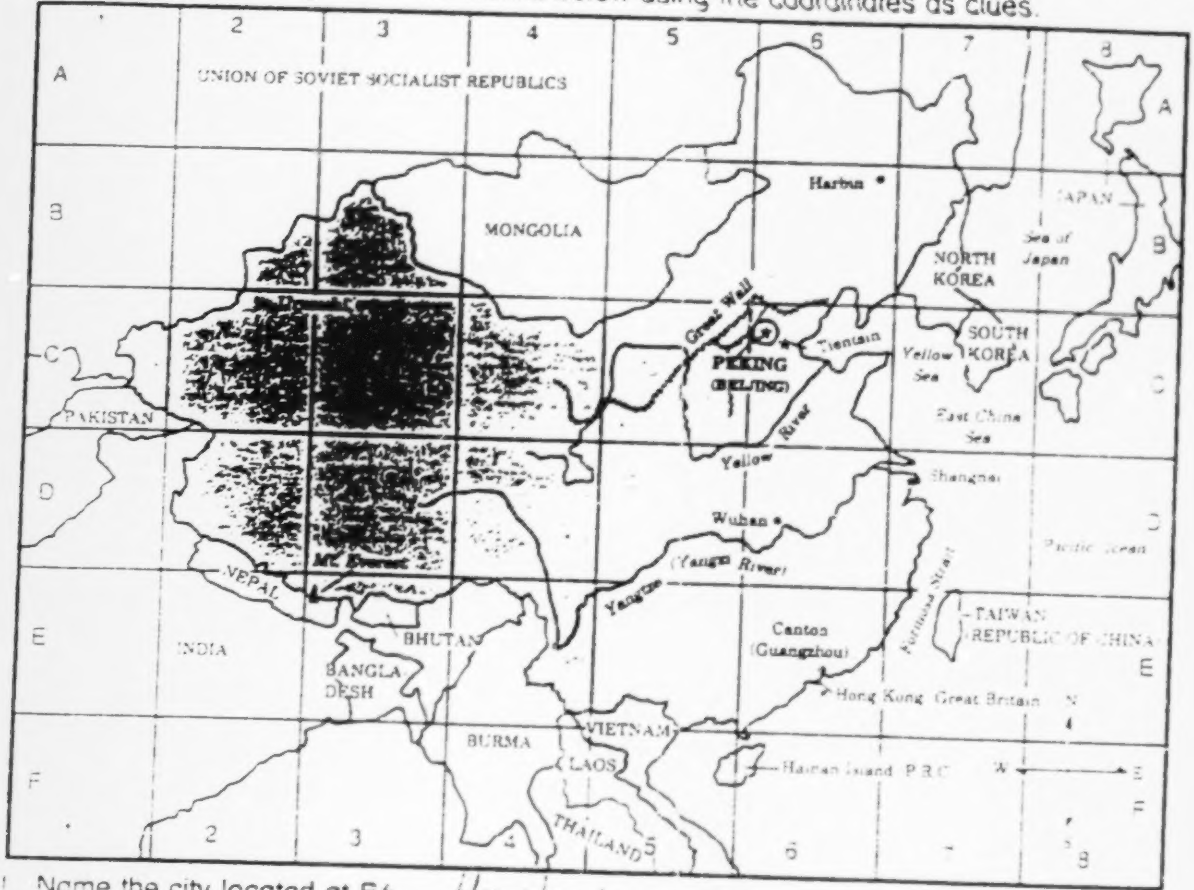
1. Name the city located at B6. ______________________________
2. Name the coordinates that help to locate Wuhan. ______________________________
3. Name the sea located at B7 and B8. ______________________________
4. Name the coastal city located at D7. ______________________________
5. Name the country that borders China at E5. ______________________________
6. Name the river that flows through D3 to D6. ______________________________
7. Name the city located at E6. ______________________________
8. Name the coordinates that help to locate Mt. Everest. ______________________________
9. Name the coordinates that help to locate the Great Wall. ______________________________
10. Name the country that borders China at B3, B4, and B5. ______________________________
11. Name China's capital located at C6. ______________________________
12. Name the coordinates that help to locate Urumchi. ______________________________
13. Name coordinates that help to locate North and South Korea. ______________________________
14. Name the country to the east of the Formosa Strait. ______________________________
15. Name the city to the east of Peking. ______________________________

Name (Key)

China Coordinates

11 pts

Some maps use *coordinates*, or a set of numbers and letters, to make it easier to locate an area. Look at the map of China. Notice that if you start at E and move your finger over to 6, you will find Hong Kong. Fill in the blanks below using the coordinates as clues.


2
3
4
5
6
7
8
A
B
C
D
E
F
UNION OF SOVIET SOCIALIST REPUBLICS
MONGOLIA
Harbin
JAPAN
Sea of Japan
NORTH KOREA
SOUTH KOREA
Great Wall
PEKING (BEIJING)
Tientsin
Yellow Sea
East China Sea
Yellow River
PAKISTAN
Shanghai
Wuhan
Pacific Ocean
Mt. Everest
NEPAL
Yangtze (Yangtze River)
Formosa Strait
TAIWAN REPUBLIC OF CHINA
INDIA
BHUTAN
BANGLA DESH
Canton (Guangzhou)
Hong Kong Great Britain
N
VIETNAM
BURMA
LAOS
Hainan Island P.R.C.
W
E
THAILAND

1. Name the city located at E6. Harbin
2. Name the coordinates that help to locate Wuhan. D-6
3. Name the sea located at B7 and B8. Sea of Japan
4. Name the coastal city located at D7. Shanghai
5. Name the country that borders China at E5. Vietnam
6. Name the river that flows through D3 to D6. Yangtze
7. Name the city located at E6. Canton / Hong Kong
8. Name the coordinates that help to locate Mt. Everest. E-3
9. Name the coordinates that help to locate the Great Wall. C-6 C-7
10. Name the country that borders China at B3, B4, and B5. Mongolia
11. Name China's capital located at C6. Beijing / Peking
12. Name the coordinates that help to locate Urumchi. C-3
13. Name coordinates that help to locate North and South Korea. B-7 C-7
14. Name the country to the east of the Formosa Strait. Taiwan (Rep. of China)
15. Name the city to the east of Peking. Tientsin

BEST COPY AVAILABLE

Day 3 Philosophy and Religions in China

Objectives or Goals:

1. The students will gain a new understanding of the three main religions in China(Confucianism, Daoism, and Buddhism).
2. The students will use a graphic organizer to compare the three religions.
3. The students will use their graphic organizer to answer questions on the three religions.

Time Allotment:

One Day

Materials Needed:

Background Information on Confucianism, Daoism and Buddhism
Graphic Organizer
Questions on Religions of China

Procedure:

The teacher will give students the background information on Confucianism, Daoism and Buddhism and the blank graphic organizer. The teacher will read aloud the background information and have students highlight important information on each of the religions. Then as a class we will fill out the blank graphic organizer as the teacher does on a overhead. Students then will be given the Questions on Religions of China assignment.

Assessment:

Graphic Organizer on Comparing Religions
Questions on Religions of China

References:

Background Information, China-Then and Now(Independent Learning Unit), A Good Apple Activity Book for grades 4-8. Susan Finney and Patricia Kindle
Graphic Organizer-teacher generated
Questions-teacher generated

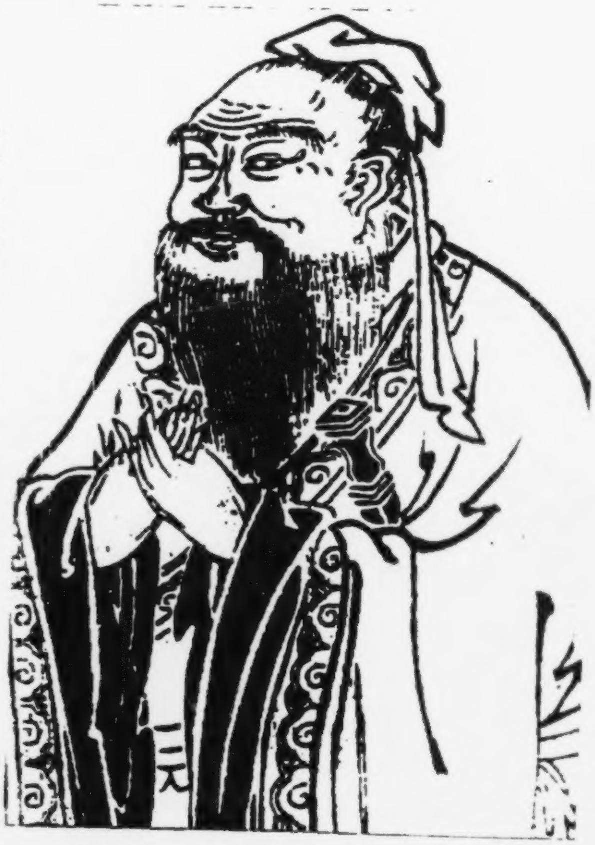
Background Information

Philosophy and Religion in China

Philosophy, a system for living one's life, and religion, the belief in a superhuman power whom one respects or worships, are guiding principles in human history. If we think of philosophy as a system of values to live by, as the part of religion that deals with the way you act here on earth, or as the guideline for what is right and wrong, we can understand that there are both philosophical and religious aspects to systems of thought. In China, the line between the two is often blurred, but in general, Chinese are more interested in philosophy than in religion. The main philosophies and religions of traditional China have been Confucianism, Daoism (Taoism), and Buddhism. These schools of thought often complemented one another, and even merged. In Asia, religions and philosophies do not demand exclusive adherents; rather, a person can believe in several simultaneously.

Traditional Philosophies

Confucianism

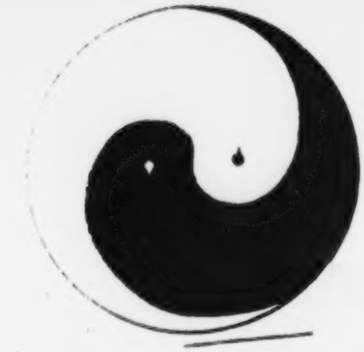


Confucius, the Latin version of the Chinese "Kong Fuzi" (K'ung Fu-tzu) or Master Kong, was a teacher who lived from 551-479 B.C. This was a time of devastating civil warfare and social unrest in China, so it is understandable that Confucius's goal was to create a peaceful, stable society. His ideas formed a social philosophy that focused on the importance of how people relate to one another. Some of his basic ideas were that education overcomes ignorance and lack of harmony, that people are good, and that they live in a network of social and political relationships. The ideal ruler is an educated, moral person who guides society through the example of his own good conduct.

Confucius stressed five relationships as key to a stable, harmonious society: ruler to subject, father to son, husband to wife, older brother to younger brother, and friend to friend. The first four relationships are unequal: the first person is superior to the second. The fifth, friendship, however, is equal and should be based on love and mutual respect. If we remember the unsettled times in which he lived, Confucius' emphasis on high ethical standards and correct relationships becomes very understandable. Duty, combined with sincerity, was the path to harmony.

Confucius thought of himself as preserving the old ways which had been lost during troubled times. Yet, in fact, he introduced a whole new way of looking at society. The fundamental principle in his ideas is that only virtue gives one the right to rule, not heredity. Furthermore, [illegible]

had existed up until then.



Daoism

Daoism is a philosophy rooted in the idea that the "dao" or way is the principle by which everything works, the life force of all natural things. The place of people in the universe is really insignificant. Daoists are against all organizations, including formal education. Their goal is to create a society in harmony with the world, which can be achieved if people follow the dao. Daoists believe in nonaction, not interfering in the affairs of others, both on the part of individuals and states. Because they consider ambition and desire to be the causes of social unrest, they stress simplicity, humility, quiet, plainness, and peace. To epitomize the power of the "dao," they use the symbol of water. Water seems weak, always seeks the easiest way, always flows downhill, yet will wear away stone.

While Confucianism forms an idealistic way of thinking about governing, Daoism rejects government altogether. For Daoists, the ideal ruler is one who does not govern. Daoism became the counterbalance to Confucianism. Daoism stressed harmony with nature, while Confucianism stressed harmony between people. Throughout the millennia, the Chinese have found that something of each philosophy answered their own needs.

Buddhism

Buddhism, the most recent system to spread over China, was introduced from India in the first century A.D. Buddhism is the only major Chinese philosophy which is not concerned with governing, but rather with individual behavior. Buddhism actually controlled all aspects of daily life. A Buddhist does not eat meat, does not kill, believes in rebirth, and believes that how a person lives affects his or her future existences.

According to Buddhist teachings, there is a universal spirit of which every living thing is a part. A person experiences continuous re-birth or reincarnations, until he or she reaches a state of enlightenment—or the realization that worldly desires and attachments are an illusion causing only suffering. However, one's fate can be controlled by human efforts. A person who practices good moral conduct, discipline, and meditation moves upward through successive existences to an ultimate reward, "nirvana," or nonexistence, ending the chain of painful rebirths.

GRAPHIC ORGANIZER: COMPARING RELIGIONS AND PHILOSOPHIES

Categories	Confucianism	Daoism(Taoism)	Buddhism
Ways of looking at life			
Basic ideas			
Goals			
Ideal Leader			
Other important facts			

GRAPHIC ORGANIZER: COMPARING RELIGIONS AND PHILOSOPHIES

Categories	Confucianism	Daoism(Taoism)	Buddhism
1) **Ways of looking at life** 1st 4 - first is superior 5th - equal- love & respect	Relationships 1) ruler to subject 2) father to son 3) husband to wife 4) older brother to younger brother 5) friend to friend	- Stressed Harmony with nature	Concerned with individual behavior
2) **Basic ideas**	1) education over comes ignorance and lack of harmony 2) people are good 3) live in a network of social	1) believed in non-action 2) Stressed a) simplicity b) humility c) quiet d) plainess 2) peace	A person experien continuous rebirth and reincarnati until the person reaches enlighten ment One fate can be controlled by Human efforts
3) **Goals** peaceful stable society	Duty, combined with sincerity was the path to harmony	Create a society in harmony with the world	through good moral conduct, discipline and meditation will achieve ultimate reward "nirvana" or non existence
4) **Ideal Leader**	educated, moral person who guides by his own good conduct	Reject government Ideal leader does not govern	not concerned with governing
Other important facts on back	Virtue gives one the right to rule not heredity	Dao uses the symbol of water	began in India

Questions on Religions of China

Name________________
Hour________________

1. Confucianism looks at life by________________.(five of them)

2. Daoism uses the symbol of ____________________.

3. Buddhism is concerned with____________________behavior.

4. Confucianism believes that ______________________overcomes ignorance and lack of harmony.

5. Which religion strives to achieve "nirvana".______________________

6. Which religion believes duty with sincerity was the path to harmony?________________

7. Which religion believes in non-action?________________________

8. Daoism stresses harmony with ______________________.

9. Buddhism came from the country of __________________.

10. Yin and Yang is a symbol of _________________religion.

Questions on Religions of China

Name Key
Hour

1. Confucianism looks at life by relationships (five of them)
2. Daoism uses the symbol of water.
3. Buddhism is concerned with individual behavior.
4. Confucianism believes that education overcomes ignorance and lack of harmony.
5. Which religion strives to achieve "nirvana". Buddhism
6. Which religion believes duty with sincerity was the path to harmony? Confucianism
7. Which religion believes in non-action? Daoism
8. Daoism stresses harmony with nature.
9. Buddhism came from the country of India.
10. Yin and Yang is a symbol of Daoism religion.

BEST COPY AVAILABLE

Day 4 The Great Wall and Terra-Cotta Warriors Through the Eyes of : Emperor Qin, Archaeologist, and Mrs. Bell

Objectives and Goals:

1. The students will hear from the first person of three characters(Emperor Qin, an archaeologist and Mrs. Bell) about The Great Wall and the Terra-Cotta Warriors.
2. The students will work in small groups to answer the questions on The Great Wall and the Terra-Cotta Warriors.
3. The students will imagine that they are a worker constructing The Great Wall or a sculptor carving the Terra-Cotta Warriors. They will describe what a day would be like.

Time Allotment:

One Day

Materials Needed:

Scripts for the emperor, the archaeologist and Mrs. Bell
Costumes for each
Questions

Procedure:

Teacher will tell class that we have three guests who will share information about The Great Wall and the Terra-Cotta Warriors.(I used 2 teachers and myself, but you could use students who are good readers). After each guest has spoken, the students will be divided into groups to discuss and answer the questions. Then each individual student will write a paragraph imagining that they are a worker constructing The Great Wall or a sculptor carving the Terra-Cotta Warriors.

Assessment:

Students will read their paragraphs describing a day as a worker constructing The Great Wall or a sculptor carving the Terra-Cotta Warrior.

References:

Script for The Great Wall and The Terra-Cottta Warriors-Teacher generated
Questions-Teacher generated
Encarta
The Great Wall
The Terra-Cotta Warriors

The Great Wall

Through the Eyes of:

Emperor:
My name is Qin She Huang Die(chin she huang de) and I am the first emperor of China. I am credited for the building **The Great Wall.** It was not a totally new construction. Building the Wall involved linking together and fixing many walls that already existed from earlier times. I felt that the fierce nomads from the north called Mongols needed to be kept out. Since I was unifying much of China, I felt that the Wall was a structure that could bring together my soldiers and make them realize I wanted to keep all the lands free of these barbarians. I will tell you that **The Great Wall** required a great deal of backbreaking work and the workers were not eager to do it. I sent my soldiers out to grab up a work force which included criminals and anyone I disliked. I even had my soldiers take one of my sons to work on the Wall to show him my power. I have heard that the workers were brutally treated and worked day and night. My soldiers told me that if any workers ran away, they were buried alive. I felt that extreme measures were needed to get my project completed. After the Wall was completed, soldiers used smoke as an alarm of enemies approaching and at night they used fire. The Wall curves across three provinces nearly 6400 kilometers from Beijing to the deserts of Inner Mongolia. To my people, **The Great Wall,** which curves and loops through the mountains, is liken to the dragon, a national symbol of my great empire of China.

Archaeologist:
My name is _______________and I am an archaeologist, who has studied the the ruins of **The Great Wall of China.** The Wall is mostly located in the northeast region of China and follows the flow of the Huang River. I have examined the Wall and know that it was built and rebuilt by hand out of granite, stone, brick and earth over a period of years from round 400 B.C. to A.D.1600. I have discovered that the Wall stands up to 35 feet tall with watch towers every 100 to 200 yards and is about 4,600 miles long. It is the longest structure ever built. I have examined the Wall and found that an earthen mound was built. It had bamboo poles as a wall and the blocks were carried to the wall by using ladders or pulled up in baskets. There was

scaffolding that the stone masons used to move up the wall. Boulders were used to construct two thick walls running alongside each other. Tons of earth, lugged in heavy baskets were dumped into the space between the two barriers. It is interesting to note that the laborers then pounded the earth into a hard surface with heavy wooden mallets. I can understand how Neil Armstrong, an astronaut, felt when he saw **The Great Wall** from the moon. What an awesome, massive structure T**he Great Wall of China** is!!!!!

Tourist and Teacher: Shirley Bell

I am a sixth grade teacher at Oak Grove Middle School in Oak Grove, Missouri and I had the opportunity to travel to China. I can honestly say that **The Great Wall of China** is truly amazing and it was a highlight of my trip. I took a lift to the top of the mountain to get to the Wall. It is much bigger than I had ever imagined. It snakes far into the distance and goes up and down the mountains at an incredibly steep angle. Much to my surprise, the path along the top of the wall is not a smooth surface, but climbs in huge steps where the wall climbs the mountainside. The steps seem to have been made for giants, and it is really hard and exhausting work climbing them. I stopped at the top of the section of **Mutianyu Great Wall** on July 10, 1999 and the view was breathtaking. I was with two friends, Patty and Elizabeth, and we decided to walk to the yellow umbrella. Well, that was quite a distance. I was sweating and out of breath. I bought a coke and a souvenir book on **The Great Wall.** I was so shocked when I discovered that you could make a phone call from the Wall. I kept thinking of the ancient Chinese soldiers who manned the Wall and climbed up and down these steps every day. They must have been a truly amazing group of soldiers. **The Great Wall** is a great engineering marvel and I will never forget my walk on **The Great Wall of China.**

Terra-Cotta Warriors

Through the Eyes of:

Emperor:
I am Qin She Huang Di(chin she huang de) and I have told you about why I built The Great Wall, but now I will share with you why the **Terra-cotta Warriors** were built. My military conquests were in part the result of my superb master of the newest arts of war. I organized a uniform code of law and standardized currency, weights and measurements, the written language and the axle length of wagons and chariots. I built a vast network of tree lined roads. I decided to have a mausoleum built that would be a lavish construction. I chose to have a great underground army in three separate pits which showed how important my imperial army was to me. I wanted my enemies to know my military might and spirit of unifying my China. I was so proud of my orderly and disciplined terra-cotta soldiers, sturdy horses, and my excellent supply of weapons. The sculptors were able to create soldiers with different faces and even different positions of their hands. My imperial tomb is my gift to myself and shows my people what a powerful ruler I am.

Archaeologist:
My name is ________________ and I am an archaeologist, who has studied the the ruins of the **terra-cotta warriors.** The tomb is located on Mt. Li near the city of Xian. During a particularly bad drought in March, 1974, Yang Zhifa was digging a well and his shovel struck something hard and scraped away the dirt and discovered the length of a full body. For me, this find is an archaeological treasure! My fellow archaeologists and I have uncovered more than 7,000 life size clay warriors, 600 clay horses, 100 real chariots and thousands of actual weapons. Each soldier is unique and I believe that these soldiers were modeled after real soldiers. There are three separate pits containing the **terra-cotta warriors** and they appear to be ready for battle. Emperor Qin's warriors tell me a great deal about ancient Chinese history and their arts. I can agree with other archaeologists that the **terra-cotta warriors** are definitely "The Eighth Wonder of the World."

Tourist and Teacher-Shirley Bell

My name is Shirley Bell and I teach sixth graders at Oak Grove Middle School in Oak Grove, Missouri. I had the opportunity to go to China this last July, 1999. I had only read about the **terra-cotta warriors** and knew that this was one of the most amazing archaeological discoveries in the 20th century. There are three buildings where the soldiers are displayed in pits. As I walked into the air-conditioned rooms, I was in awe of these warriors, because there were so many. I was amazed at the warrior's faces and expressions. They are in no way identical and though they all stand straight in an attentive manner, each soldier has his own particular features. Some have tightly closed lips and round eyes. Some are mustached soldiers who are valiant middle-aged fighters, while others look like young recruits. While walking around one pit, our guide showed us where several archaeologists were working on two soldiers that they had just discovered who had some of their paint on their faces. This was the first time paint had been found preserved on warriors. As I saw Emperor Qui's soldiers, I felt I was seeing a part of China's impressive history.

Questions: Through the Eyes of

Name___________________

Hour_________________

The Great Wall

1. Why was The Great Wall built?

2. Who built The Great Wall?

3. Give reasons why The Great Wall is such a major achievement in Chinese and world history.

4. Why was it so difficult to build The Great Wall?

5. Could such a project be carried out without strong government? Explain.

Terra-cotta Warriors

1. How were the terra-cotta warriors discovered?

2. What was the purpose of the terra-cotta warriors?

3. What is the reaction of the terra-cotta warriors to:

   Emperor Qin:

   Archaeologist:

   Mrs. Bell:

4. What has been learned from the finding of the terracotta warriors?

5. What can we tell about the sculptors who carved these warriors?

Imagine that you are a worker constructing The Great Wall or a sculptor carving the terra-cotta warriors. Describe what a day would be like for you as a worker or a sculptor. (Use five or more complete sentences)

Key

Questions:

Name_________________

Hour_________________

The Great Wall

1. Why was The Great Wall built?
to get out enemies

2. Who built The Great Wall?
slaves people of China

3. For what reasons is the Gret Wall such a major achievement in Chinese and world history?
[illegible] structure

4. Why was building the Great Wall so difficult?
built on side of mtn
carrying materials

5. Could such a project be carried out without strong government? No
They had to have control + power

Terracotta Warriors

1. How were the terracotta warriors discovered?
by a farmer digging a well

2. What was the purpose of the terrcotta warriors?
To serve the emperor in
protection

3. What is the reaction of the terracotta warriors to:

Emperor Qin: proud – show his power

Archaeologist: [illegible] archaeological find

Mrs. Bell: overwhelmed at number of soldiers

4. What has been learned from the finding of the terracotta warriors?
men – soldiers dressed
Type of weapons
What a soldier looked like

BEST COPY AVAILABLE

Day 5 Chinese Numbers and Chinese Calligraphy

Objectives and Goals:

1. The students will be able to use Chinese numbers, by reading the chart to show the symbols and the pronunciation.
2. The students will learn the symbols for certain words from a practice sheet and flash cards.
3. The students will practice Chinese calligraphy.
4. The students will choose three symbols and do calligraphy on a display board for a special activity.
5. The students will share their three calligraphy symbols and tell what they learned about Chinese calligraphy.

Time Allotment:

One Day

Materials Needed:

For calligraphy activity:
Paint, brushes, small plates, paper towels, construction paper(cut 4 1/2 by 15 in. -foldered into thirds), oval white papers, cups of water.
Examples of calligraphy

Chinese Number activity

Procedure:

The teacher will discuss the Chinese Numbers and students will practice the numbers in space provided. Then students will practice solving the math problems provided. Next, students will be given examples of Chinese Calligraphy to practice and then an example of the Calligraphy activity will be shown and have students practice the three symbols they wish to use on their tri-folded construction paper and oval white paper. Supplies will be passed out to students and it is important to tell students to take their time and to wipe off brush after they do each symbol. (My students were very proud of their Chinese Calligraphy)

Assessment:

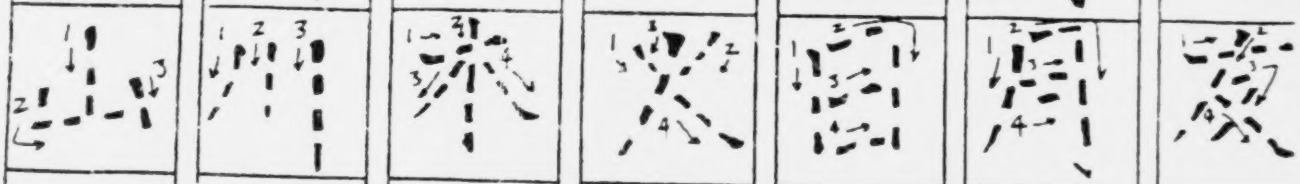
Students shared their Chinese Calligraphy writing.

References:

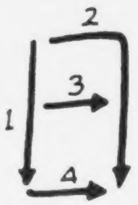
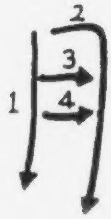
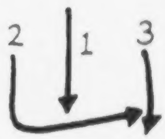
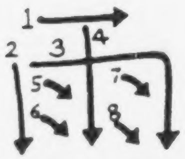
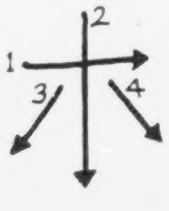
Chinese Numbers-The Mailbox. The Education Center. Inc.. May/June. 1989
Calligraphy Practice Sheet-Teacher generated
Flash Cards-purchased in China
Chinese Calligraphy-World Neighbor Series-China. Creative Teaching Press. Inc.

CALLIGRAPHY PRACTICE SHEET

YAMA	KAWA	KI	HI	HI	GETSU	TOMO
mountain	river	tree	fire	sun	moon	f
山	川	木	火	日	月	友
山	川	木	火	日	月	友



CHINESE CALLIGRAPHY

	日	sun
	月	moon
	山	mountain
	雨	rain
	木	tree

Name ______________________________

Chinese Numbers

The ancient Chinese used a multiplication system to show the value of a number. There were symbols for the numbers 1 to 9 and for 10 and the powers of 10 (100, 1,000, 10,000, . . .). Look at the chart below and practice writing each Chinese symbol in the blanks provided.

Number	Chinese Symbol	Your Chinese Symbol
1 i	(yee 一	
2 erh	(ur) 二	
3 san	(sahn 三	
4 ssu	(shu) 四	
5 wu	(woh) 五	
6 liu	(LYEEoch) 六	
7 chi	(chee) 七	
8 ba	(bah) 八	
9 chiu	(yee-Off) 九	
10 shih	(sshu) 十	
100 pai	百	

The Chinese avoided repeating symbols by multiplying a number by powers of 10. For example,

五 十
5 × 10 = 50

What would these numbers be?

1. 八 十
___ × ___ = ___

2. 三 十
___ × ___ = ___

3. 九 百
___ × ___ = ___

Larger numbers would be written this way:

七 十 六
(7 × 10) + 6 = 76

三 百 九 十
(3 × 100) + (9 × 10) = 390

What would these numbers be?

4. 八 百 七 十 四
(___ × ___) + (___ × ___) + ___ = _____

5. 二 百 九 十 八
(___ × ___) + (___ × ___) + ___ = _____

6. [illegible] 百 三 十 一
(___ × ___) + (___ × ___) + ___ = _____

7. 四 百 八 十 七
(__69__ × ___) + (___ × ___) + ___ = _____

© The Education Center, Inc. • THE MAILBOX • Intermediate • May/June 1989 • Key p.56

Name ______________________________

Chinese Numbers

The ancient Chinese used a multiplication system to show the value of a number. There were symbols for the numbers 1 to 9 and for 10 and the powers of 10 (100, 1,000, 10,000, . . .). Look at the chart below and practice writing each Chinese symbol in the blanks provided.

Number	Chinese Symbol	Your Chinese Symbol
1 i	(yee 一	一
2 erh	(ur) 二	二
3 san	(sahn 三	三
4 ssu	(shu) 四	四
5 wu	(wah) 五	[illegible]
6 liu	(LYEEoch) 六	六
7 chi	(chee) 七	七
8 ba	(bah) 八	[illegible]
9 chiu	(iyee OH) 九	一
10 shih	(sshu) 十	一
100 pai	百	二

The Chinese avoided repeating symbols by multiplying a number by powers of 10. For example,

五 十
5 × 10 = 50

What would these numbers be?

1. 八 十
___ × ___ = ___

2. 三 十
___ × ___ = ___

3. 九 百
___ × ___ = ___

Larger numbers would be written this way:

七 十 六
(7 × 10) + 6 = 76

三 百 九 十
(3 × 100) + (9 × 10) = 390

What would these numbers be?

4. 八 百 七 十 四
(___ × ___) + (___ × ___) + ___ = ___

5. 三 百 九 十 八
(___ × ___) + (___ × ___) + ___ = ___

6.

7. 一 二 ⼀ 上 ⼆

___ × ___) + (___ × ___) + ___ = ___

(___ × ___) + (___ × ___) + ___ = ___

Day 6 Inventions and Discoveries from China

Objectives and Goals:

1. The students will be introduced to inventions and discoveries from China from an overhead.
2. The students will discuss the affect that these inventions and discoveries have on our lives today.
3. The students will match the invention with a description for a review.
4. The students will write a paragraph on one invention concerning "How Would Life Be Different If."

Time Allotment:

One Day

Materials Needed:

Activity Sheet: Inventions and Discoveries
Worksheet: The Book of Chinese Inventions
Overhead: How Would Life Be Different If...
Various books showing inventions

Procedure:

The teacher will give the activity sheet on inventions and discoveries and discuss them. The teacher will use a variety of books showing the inventions and discuss their functions. The students will be given The Book of Chinese Inventions and given instructions on how to do the assignment. Then the students will be shown the overhead (or given a copy) of How Would Life Be Different If... Students are to write a five sentence paragraph detailing their thoughts and opinions on one catagory.

Assessment:

The Book of Chinese Inventions will be graded.
Students will read their paragraph on How Would Life Be Different If....

References:

The Book of Inventions: *The Mailbox*. The Educatiion Center, Inc. May/June, 1989.

How Would Life Be Different: Pofahl, Jane, *China-The Time Traveler Series*. Instructional Fair.TS Denison, Grand Rapids, Michigan

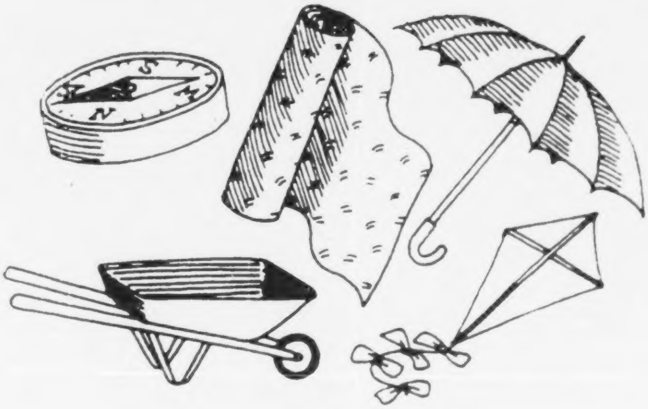
Inventions and Discoveries: Yuan, Juliana, *Our Global Village*. Milliken Publishing Company, St. Louis, MO

Inventions and Discoveries

China has made many contributions to the world in art, science, and technology.

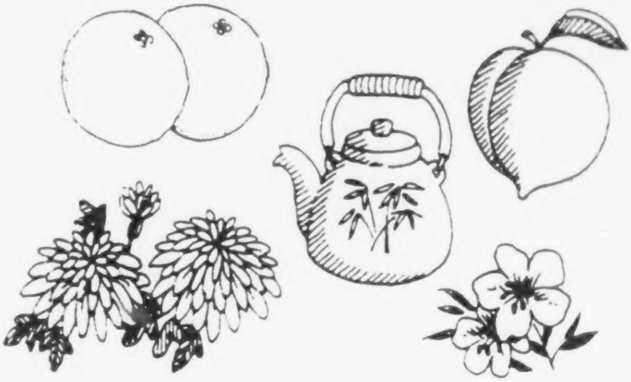
Chinese Inventions

silk
the compass
paper
wood block printing and the first
  moveable type
gunpowder
stirrups and horse collars
the wheelbarrow
canal locks
paper money
the kite
porcelain
the folding umbrella



Chinese Discoveries Introduced to the West

peaches
apricots
oranges
grapefruit
tangerines and other citrus fruits
tea
chrysanthemums
peonies
camellias
azaleas



In Your Classroom

Discuss the various inventions and discoveries made by the Chinese. How do they affect our lives today? Which inventions are the most important and/or significant? Why?

Name ______________________________ Identification

The Book Of Chinese Inventions

The Chinese have many firsts in the invention book. Read clues in each box and identify the invention they describe. Choose from the following inventions:

compass **silk** **paper** **wheelbarrow** **gunpowder** **abacus** **yo-yo** **printing**

○ ○
1
This invention was made in the second century A.D. out of tree bark, hemp, old rags, and fishing nets. It is something you use every day in school.

○ ○
2
This invention was used as a toy in China. Later it was used as a weapon in the Philippines. You need one finger and a flip of the wrist for it to work.

○ ○
3
At first this device was used to help locate the best site for building a tomb. Later, in the 11th century, it was used to guide ships.

○ ○
4
The Chinese learned as early as the seventh century A.D. to make "fire trees" and "flame flowers" in the sky with it on a special night. It was not until 400 years later that it was used in wars.

○ ○
5
Methods for making this rich fabric were perfected in China. Hungry worms are fed fresh mulberry leaves. Glands in the worm's body make this strong fiber.

○ ○
6
In the eighth century A.D., wooden blocks and ink were used to transfer patterns or characters onto another sheet.

○ ○
7
This is a counting device created by the ancient Chinese. A person can add, subtract, multiply, and divide using these beads on rods.

○ ○
8
A Chinese general in 200 A.D. used this one-wheeled vehicle to help carry heavy loads.

Bonux Box: Cut out each of the boxes and illustrate the invention on the opposite side. Make a Chinese Invention Booklet with these pages and a cover designed by you. Punch holes where indicated and string the pages together. Can you add other Chinese inventions?

© The Education Center, Inc. • THE MAILBOX • Intermediate • May/June 1989 • Key p 56

How Would Life Be Different If . . .

printing presses had never been invented?

... paper did not exist?

rudders for ships did not exist?

fireworks had never been invented?

... porcelain for false teeth had not been invented?

Day 7 Junior Scholastic-China: On the Move and The New China

Objectives and Goals:

1. The students will review the history of China from these two references.
2. The students will read the two articles from Junior Scholastic and discuss what is happening in China today.
3. The students will discuss what the future in the new milllinium hold for China.
4. The students will compare facts concerning China and the United States.

Time Allotment:

One Day

Materials Needed:

Junior Scholastic, February 8, 1999
Junior Scholastic, September 20,1999
China's Future sheet
Compare Facts: China and the United States

Procedure:

The teacher will let students read aloud the two articles on China. The teachers will ask questions over the articles and answer any questions. Students will have an opportunity to respond to the China's Future sheet and discuss how China might overcome some of their problems in the new millinium. Students will be given the compare facts sheet for homework.

Assessment:

The Compare Facts: China and The United States

References:

Junior Scholastic, February 8, 1999, Vol. 101, No. 12.

Junior Scholastic, September 20, 1999, Vol.102, No.2.

Compare Facts:China and The United States, *Junior Scholastic*, September 20, 1999C

China's Future-From lecture notes taken from a professor in China.

Junior Scholastic
Skills Master

Name: ______________________________

COMPARE FACTS:
CHINA AND THE UNITED STATES

This table lists facts about China and the United States. Compare the information, then answer the questions below.

	CHINA	UNITED STATES
Area (square miles)	3,601,312	3,536,340
Population	1,249,200,000	270,200,000
Government[1]	One-party rule	Presidential-legislative democracy
Population annual rise	1.0%	0.6%
Population under 15	26%	22%
Literacy rate (%)[2]	90/71	99/99
Life expectancy (years)[3]	69/73	73/79
Per-capita GDP[4]	$2,800	$28,600
HDI[5]	0.63	0.94

1 **Government:** In China the Communist party controls the government and allows no political opposition. In the U.S., people elect the President and Congress from competing candidates.

2 **Literacy rate:** the first number is the rate for males, the second is for females

3 **Life expectancy:** the first figure is the number of years for males, the second figure is years for females

4 **Per-capita GDP:** the value of all goods and services produced within a country during a year, divided by population

5 **Human Development Index:** this number indicates the quality of life of a country. It is based on life expectancy, adult literacy rate, and purchasing power. 1.0 is the highest possible number

Sources: *1998 World Population Data Sheet* (Population Reference Bureau, Inc.), and *The World Factbook 1998* (CIA)

QUESTIONS

1. Which of the two countries has a slightly larger land area? ______________
2. China's population is about how many times larger than that of the U.S.? ______________
3. Which country has a lower percentage of the population under age 15? ______________
4. Which country has a higher rate of population increase? ______________
5. Per-capita GDP measures the per-person share of goods and services a country produces in one year. The per-capita GDP of the U.S. is how many times higher than that of China? ______________
6. What number is the same for Chinese females and U.S. males? ______________
7. Both the U.S. and China have a president. How do their forms of government compare? ______________
8. To compare the quality of life in China and the U.S., what index number would you use? ______________
9. The quality of life figure for the U.S. is about how many times higher than that of China? ______________
10. In which country is the literacy rate for females much lower than that of males? ______________

[illegible] Scholastic Inc. [illegible] Copyright © 1998 by Scholastic Inc. All rights reserved.

Name: Key

COMPARE FACTS:

CHINA AND THE UNITED STATES

This table lists facts about China and the United States. Compare the information, then answer the questions below.

	CHINA	UNITED STATES
Area (square miles)	3,601,312	3,536,340
Population	1,249,200,000	270,200,000
Government[1]	One-party rule	Presidential-legislative democracy
Population annual rise	1.0%	0.6%
Population under 15	26%	22%
Literacy rate (%)[2]	90/71	99/99
Life expectancy (years)[3]	69/73	73/79
Per-capita GDP[4]	$2,800	$28,600
HDI[5]	0.63	0.94

1 **Government:** In China the Communist party controls the government and allows no political opposition. In the U.S., people elect the President and Congress from competing candidates.
2 **Literacy rate:** the first number is the rate for males, the second is for females
3 **Life expectancy:** the first figure is the number of years for males, the second figure is years for females
4 **Per-capita GDP:** the value of all goods and services produced within a country during a year, divided by population
5 **Human Development Index:** this number indicates the quality of life of a country. It is based on life expectancy, adult literacy rate, and purchasing power. 1.0 is the highest possible number
Sources: *1998 World Population Data Sheet* (Population Reference Bureau, Inc.), and *The World Factbook 1998* (CIA)

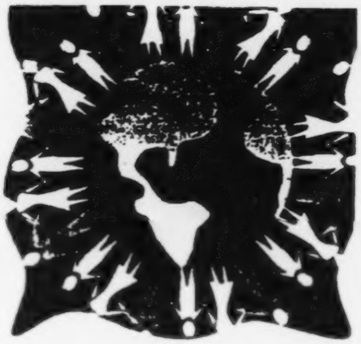
QUESTIONS

1. Which of the two countries has a slightly larger land area? China
2. China's population is about how many times larger than that of the U.S.? 4.6 times la[illegible]
3. Which country has a lower percentage of the population under age 15? United State
4. Which country has a higher rate of population increase? China
5. Per-capita GDP measures the per-person share of goods and services a country produces in one year. The per-capita GDP of the U.S. is how many times higher than that of China? 10 times
6. What number is the same for Chinese females and U.S. males? Life Expectancy
7. Both the U.S. and China have a president. How do their forms of government compare? U.S. is a [illegible]
8. To compare the quality of life in China and the U.S., what index number would you use? HDI Human Development
19. The quality of life figure for the U.S. is about how many times higher than that of China? 1.5 times higher
10. In which country is the literacy rate for females much lower than that of males? China

Copyright © 1998 by Scholastic Inc. All rights reserved.

BEST COPY AVAILABLE

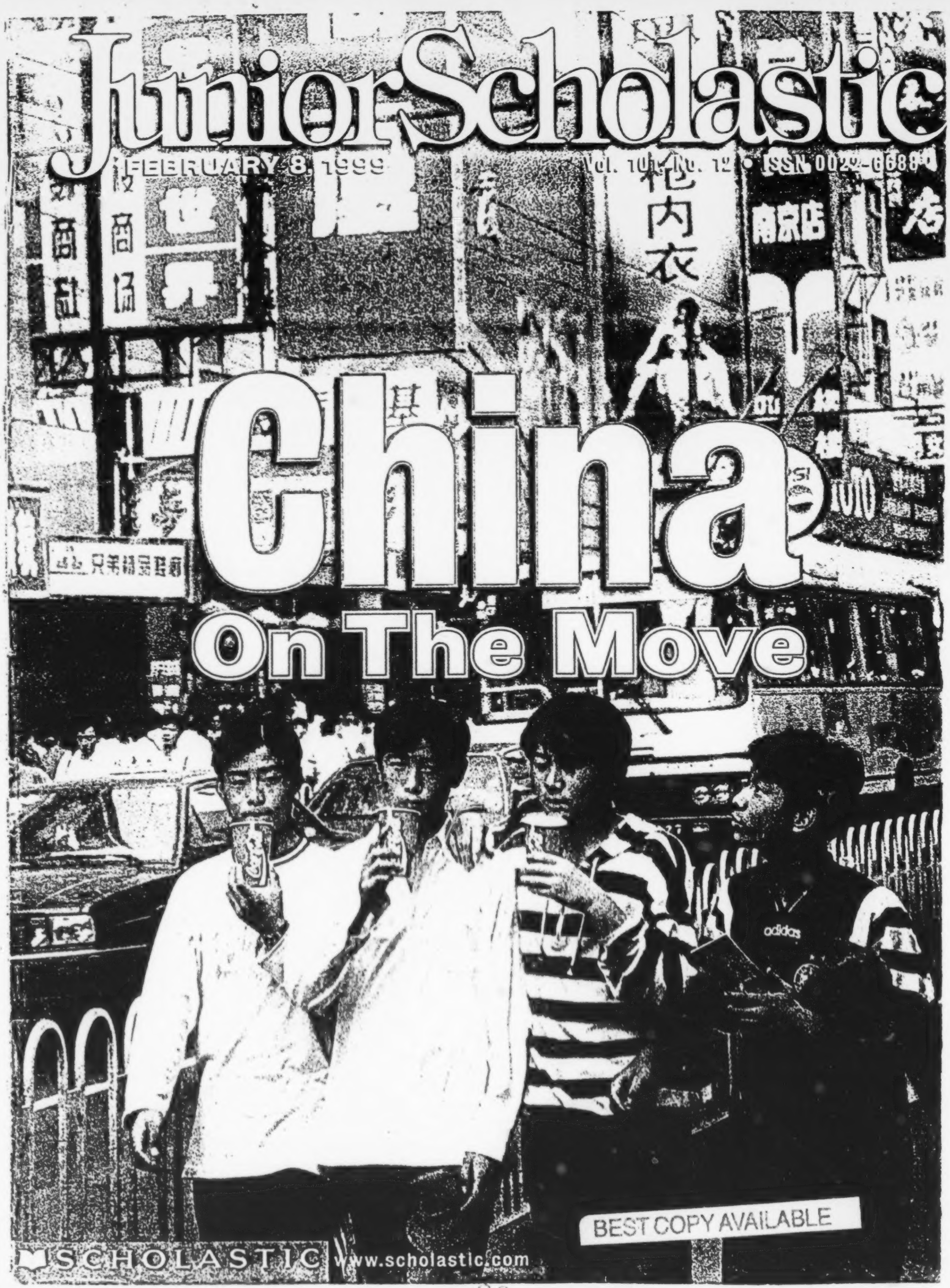
CHINA'S FUTURE



1. Population (1.3 billion) one child-one family
2. Free Market vs. Controlled Market
3. Hong Kong's Status in China
4. China and Taiwan Relations
5. Pollution (use of coal)
6. Water Shortage (300 cities)
7. United States and China Relations regarding the bombings of the Chinese Embassy and the spying situation
8. Agriculture (Can China grow enough food for its people)
9. United States Trade with China (40%)
10. Need for a Clean and Efficient Government (Political Reform)

Should Economics be put in front of Politics in China?

Junior Scholastic
FEBRUARY 8, 1999
Vol. 101, No. 12 • ISSN 0022-6688


内衣
南京店
adidas

China
On The Move

SCHOLASTIC www.scholastic.com

80

China

Teens in China are the first generation to reap the rewards of economic reform. Today, their lives closely resemble those of youths in the U.S.

by Huang Yong and Tim McC[illegible] in Beijing

"Yes, I remember when I was small. It was very hard if you wanted something good to eat," says Ti Enlu, 14, a student at Beijing's Ritan Middle School. "Now, people are fed up with what used to be considered good food. The living standard has improved a lot."

Ti Enlu represents China's growing "middle class." She and her family have benefited from the huge economic changes that have been taking place in China since 1978.

These changes have brought a big rise in living standards for urban Chinese. Ti and other urban teens are the first generation to enjoy such luxuries as VCRs and cars. They also are the first young Chinese to have lives similar to those of teens in the U.S., Canada, and Europe.

A Big Change

This is the biggest change in China since the Communists seized power in 1949. The Communist government, led by Mao Zedong *(mah-oh dzeh-doong)*, took over all farms and businesses. People were forbidden to oppose the government.

The Communists reduced hunger and improved education in China. But trade and other ties with democratic countries like the U.S. were cut off. China's economy suffered.

The Old China

Under the rule of Chairman Mao Zedong, students wore uniforms and marched in formation, chanting Communist Party slogans.

After Mao died in 1976, a new leader, Deng Xiaoping *(duhng shee-ow-ping)*, took power. In 1978, he began economic reforms that would dramatically change the way that Chinese people live.

Under Deng, China began to develop an economic system based on capitalism, instead of Communism. China's economy was opened to foreign investment and private ownership. Today, farmers are allowed to grow their own food and sell it for profit. People can own their own businesses.

Ti Enlu's family has benefited from these changes. Her

The New China

Top left: Ten years ago, students protested in Beijing's Tiananmen Square for more democracy. Chinese troops crushed the demonstrations. *Center left:* Today, cyclists ride through Tiananmen Square. *Center right:* Shops offer the latest styles in clothes. *Lower left:* Ti Enlu and her parents shop for food (see story). *Lower right:* Many families now can afford TV sets and VCRs.

family can afford a VCR, but not a car. Ti's parents give her a monthly allowance of 100 yuan (about $12) for food and entertainment. That's quite a lot, considering that the average urban Chinese family earns only 1,000 yuan (about $120) a month.

Today's China differs greatly from China in 1978. The Communist Party still rules. But signs of economic growth are everywhere. Cities are filled with high-rise buildings and rural areas with superhighways.

U.S.-China trade is growing. Ti Enlu knows, however, that the two countries disagree sharply over human rights. The U.S. criticizes the Chinese government for jailing **political dissidents**—people who call for democratic freedoms in China. The U.S. also criticizes China's harsh policy toward Tibet, whose people want to rule themselves. Ti has her own opinion.

"I think China has a very good minority policy," she says. "I am aware of Tibet separatists, but I think they are an extreme minority."

Ti Enlu also is aware of the damage to China's environment since the late 1970s. In rebuilding its economy, China has sacrificed the environment for the sake of modernization.

As a result, many Chinese cities are covered in smog. But Ti Enlu remains optimistic. "Environmental protection is everybody's responsibility," she says. "Nowadays, students pay great attention to this."

Looking Forward

A few rungs higher up on China's social ladder is Hao Yun, who attends Beijing's Youanmen Elementary School. Hao Yun's parents are accountants and have been able to buy a car—something considered a real luxury in today's China.

Hao is proud of the changes that have taken place since 1978. "I am a member of the photography group in my class," she says. "So, I'm assigned to shoot pictures that show the changes in our country, like the new high-rise buildings."

Since China opened its markets to foreigners, another big change has been access to foreign TV programs. Hao's favorite is *Bay Watch*.

Television, along with movies and computer games, have given young people a window to the outside world that previously did not exist.

For Hao Yun, though, the greatest change has been the improvement in her family's standard of living. "Our apartment is bigger. We used to live in a one-bedroom apartment; now we live in a three-bedroom apartment."

A recent event that greatly affected Hao Yun were the floods that struck northern and central China last summer—the worst floods in China in the past 100 years.

"I donated all my pocket money [to flood victims]," she says. "My parents donated money and clothes too."

Hao Yun can tell you about the positive results of the reforms in China. But her father and grandfather are quick to point out that there also are negative side effects to reform. As China's economy has grown, so have the problems of drug abuse, corruption, and unemployment.

Workers have lost their jobs as China shuts down older, inefficient factories and businesses. This has become a serious problem.

"These side effects are unavoidable," says her grandfather. "Production efficiency has been raised, and we don't need that many workers anymore."

One of the Victims

One victim of the economic reforms is Zhang Ping, 14, a seventh-grader at Beijing's 63 Middle School. His parents, originally peasants, farmed grain fields until the government sold the land to property developers.

As compensation, the government gave his family a two-bedroom apartment in Beijing. Zhang's father was offered a job in a factory.

His father lost that job when the factory went bankrupt and closed. His parents now suffer from one of China's greatest social problems—*xia gang*, or unemployment.

China's large size has made it hard to bring economic reform to every part of the country. While cities like Beijing and Shanghai are quite prosperous, other places have been unable to keep up with the pace of reform, forcing factories to go bankrupt and unemployment to rise.

Despite his family's situation, Zhang remains optimistic. "I may not be as extravagant as some rich kids, but our basic needs are all satisfied. And compared to the time when we were small, life is much better."

Today, many Asian countries face serious economic troubles. So far, China has avoided most of these troubles. Its young people are optimistic about the future.

Your Turn

Word Match

__ 1. capitalism	a. change
__ 2. yuan	b. pay
__ 3. minority	c. free market
__ 4. reform	d. money
__ 5. compensation	e. less than half

1. What economic reforms did China make beginning in 1978?

2. How have these reforms changed China?

3. How do the lives of the kids in this article compare with those of U.S. kids?

HAPPY new year

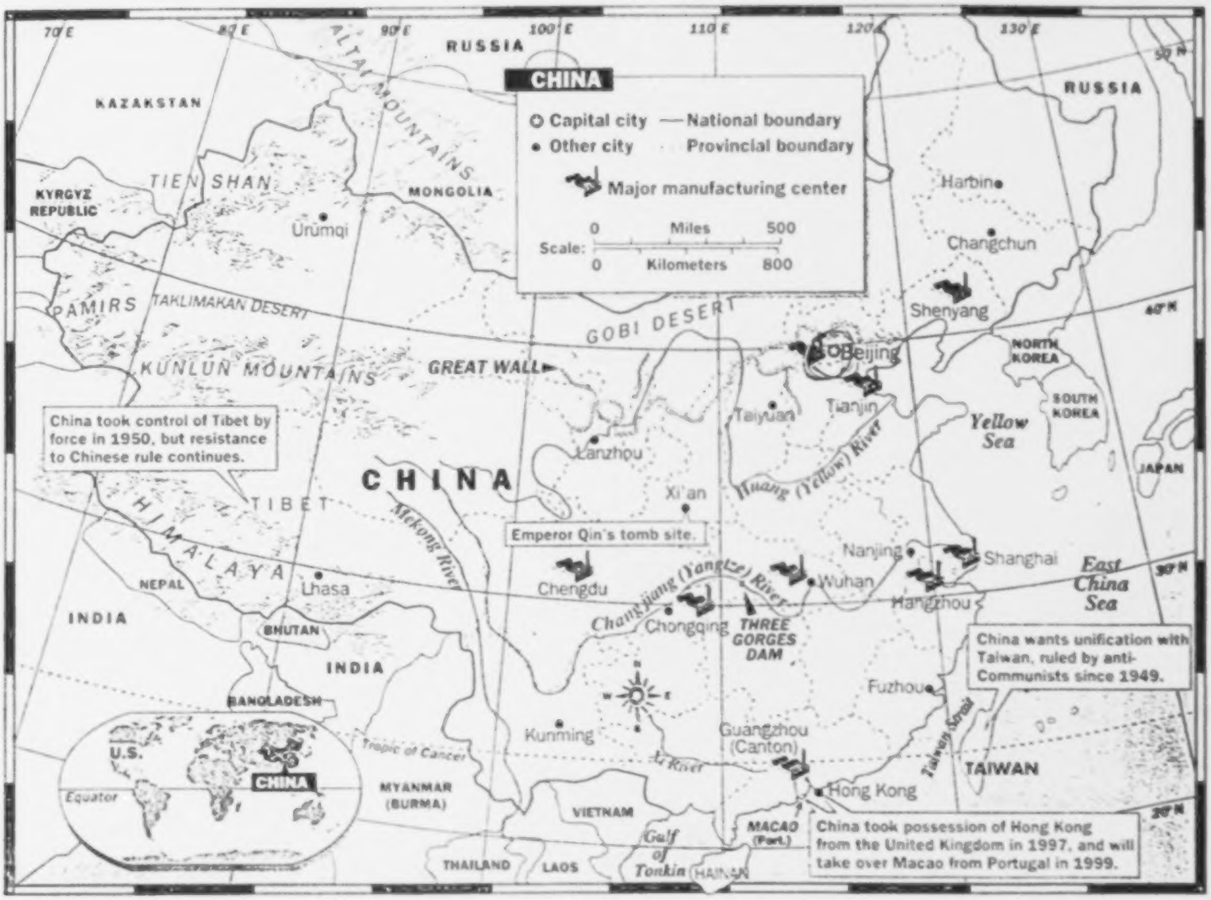
On February 16, Chinese people around the world will celebrate the beginning of the New Year—this year it is the year of the rabbit.

The New Year is China's most celebrated holiday. The celebration begins on the first full moon of the calendar year and lasts from four days to three weeks. Because the New Year is based on the lunar calendar, the date changes every year. But it always falls between January 21 and February 19.

In Chinese homes, the holiday welcomes the arrival of the Kitchen God, who visits each household and gives a report to heaven. To please the Kitchen God, houses are spotlessly cleaned, and all debts are paid. Family members visit friends and gather together for lavish feasts. Children receive *hongbao*, red-and-gold envelopes stuffed with money.

Parades and fireworks light up the streets to ward off evil spirits. People dress up as lions and dragons and dance in the streets to delight the children.

Best of all, you do not have to go to China to celebrate the New Year. Celebrations are held in San Francisco, New York, Boston, and other cities where Chinese people live throughout the world.


CHINA
○ Capital city
● Other city
— National boundary
Provincial boundary
Major manufacturing center
Scale: 0 Miles 500
0 Kilometers 800
70°E
80°E
90°E
100°E
110°E
120°E
130°E
50°N
40°N
30°N
20°N
RUSSIA
KAZAKSTAN
KYRGYZ REPUBLIC
ALTAI MOUNTAINS
TIEN SHAN
MONGOLIA
Urumqi
PAMIRS
TAKLIMAKAN DESERT
GOBI DESERT
KUNLUN MOUNTAINS
GREAT WALL
CHINA
TIBET
HIMALAYA
Mekong River
NEPAL
Lhasa
INDIA
BHUTAN
BANGLADESH
MYANMAR (BURMA)
Tropic of Cancer
THAILAND
LAOS
VIETNAM
Gulf of Tonkin
HAINAN
MACAO (Port.)
Harbin
Changchun
Shenyang
Beijing
Tianjin
NORTH KOREA
SOUTH KOREA
JAPAN
Yellow Sea
Taiyuan
Lanzhou
Xi'an
Huang (Yellow) River
Nanjing
Shanghai
East China Sea
Wuhan
Hangzhou
Chengdu
Chongqing
Changjiang (Yangtze) River
THREE GORGES DAM
Fuzhou
Kunming
Guangzhou (Canton)
Xi River
Hong Kong
Taiwan Strait
TAIWAN
U.S.
Equator
CHINA

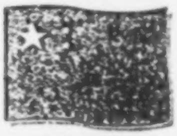
China took control of Tibet by force in 1950, but resistance to Chinese rule continues.

Emperor Qin's tomb site.

China wants unification with Taiwan, ruled by anti-Communists since 1949.

China took possession of Hong Kong from the United Kingdom in 1997, and will take over Macao from Portugal in 1999.

Facts TO KNOW



OFFICIAL NAME: People's Republic of China.
AREA: 3,601,312 square miles (slightly larger than the U.S.).
POPULATION: 1,249,200,000, largest in the world.
GOVERNMENT: One-party Communist government led by President Jiang Zemin.
ECONOMY: Third-largest in the world. Unemployment is a problem. *Industries:* consumer goods, iron and steel, machines, textiles. *Crops:* cotton, rice, tea, wheat. *Minerals:* coal, iron ore, oil, others.
PER-CAPITA GDP: $2,800, compared to $28,600 in the U.S.

New Day in China

More than one in five of the world's people live in China. Study the map and Facts to Know, then answer the following questions.

1. What is China's capital city?

____

2. By the end of this year, China will take possession of what colony?

____

3. China gained control of what former colony in 1997?

____

4. China took control of what region by force in 1950?

____

5. Most Chinese cities and industries are found in what half of the country?

____

6. What city is located at 34°N, 109°E?

____

7. What large land feature is located north of the Great Wall?

____

8. What natural feature separates China from Nepal?

____

9. What manufacturing center is located nearest the Tropic of Cancer?

____

10. Why do you think that most Chinese live in the eastern half of the country?

____

BEST COPY AVAILABLE

More than 8,000 life-size clay soldiers were buried near the tomb of China's first emperor.

ghostly warriors

China's first emperor created a strong and powerful nation. Today, an army of warriors still guards his tomb.

By Amy Miller

ERICH LESSING/ART RESOURCE (2)

During a particularly bad drought in March 1974, Yang Zhifa was digging a well outside the ancient Chinese city of Xi'an *(shee-ahn)*. When Yang's shovel struck something hard, he thought he had hit a brick. "But when I scraped away the dirt," Yang recalls, "it was the length of a full body."

For centuries, farmers like Yang who lived near Xi'an had heard stories about ghosts lurking underground. Now they understood that the "ghosts" were actually thousands of **terra-cotta** (baked clay) warriors, all life-size. The warriors were lined up row upon row, as if to guard the tomb of China's first emperor.

Each soldier's face was different, reflecting the many nationalities that served in the army.

A Young Warrior King

In the year 246 B.C., China's future first emperor inherited the kingdom of Qin *(chin)* at the age of 13. At that time, what is now known as China was made up of several kingdoms which were constantly at war. To survive, the young king became a fierce military leader.

© LOUIS MAZZATENTA/NATION GEOGRAPHIC SOCIETY IMAGE COLLECTION

After 25 years of **battles**, he conquered six neighboring kingdoms. In celebration of his victories, he crowned himself China's first emperor. He took the name of Qin Shi Huangdi *(chin shihr hwahng dee)*, which means "the first emperor." He ruled from 221 B.C. until he died, in 210 B.C.

When Qin Shi Huangdi became emperor, his subjects were living in a **feudal** society. (In a feudal society, people are bound to landowners instead of to a state or country.) Qin, however, wanted a strong central government in which he, not landowners, controlled society.

Creating a New Nation

To create a strong government, Qin enacted laws everyone had to obey. He issued coins everyone had to use to buy or sell goods and services. He established a standard written language. To strengthen economic and political ties between the kingdoms, he ordered the construction of roads and canals.

Qin ruled with an iron fist and made bitter enemies. He angered scholars and writers when he ordered the burning of all books, except those about practical subjects such as medicine or agriculture. People who dared to criticize him publicly were buried alive. Even his oldest son was sent to the northwestern frontier after he questioned his father's methods.

Today, what amazes scholars is Qin's ability to control China's labor force. He did this by moving wealthy feudal landowners to a new capital. At the new capital, these landowners no longer controlled the thousands of workers who had once worked their land. These workers became **conscripts** (people forced into service) for Qin's empire. They worked on the construction of several public projects and defended the country against invasion.

More than 7,000 of these conscripts worked to construct the Great Wall, which was built to protect the new empire *(see map p. 9)*. This wall connected older border walls, and would ultimately reach a distance of 1,500 miles. To guard it, Qin created the world's first standing army, made up of thousands of conscripts.

Building a Worthy Monument

But for Qin, the most important work these laborers performed was the construction of his **tomb** (a chamber for the dead). For 37 years, 720,000 laborers struggled to build what a French explorer called "the most monumental of all those that exist in China."

In ancient China, tombs were considered to be the door between the worlds of the living and the dead. To help protect their spirits in the next world, emperors were buried in an elaborate tomb with money, jewels, weapons, and storage vessels. Some emperors even buried their guards, wives, and servants with them so they could continue to serve them in the afterlife.

The tomb where Qin is buried is located on Mt. Li, near the city of Xi'an. Although it has yet to be discovered, it is believed to be extraordinary. According to *The Record of the Historians*, written several decades after Qin's death, "the roof of his tomb resemble[s] the sky, and the floor, his grand domain." **Archaeologists** (scientists who study the ancient human past) believe that the arched roof is lined with pearls, which represent the stars, sun, and moon. His coffin, they say, lies atop a huge map showing the features of his empire.

A Ghostly Army

All that can be seen today is what Yang Zhifa discovered in 1974—Emperor Qin's amazing army of terra-cotta warrior figures located just one mile east of Mt. Li. To date, archaeologists have uncovered more than 7,000 life-size clay warriors, 600 clay horses, 100 real chariots, and thousands of actual weapons.

Each soldier is unique. Some soldiers wear a fierce facial expression, while others appear almost cheerful. One archaeologist believes that each is different because the warriors were modeled after real soldiers "so they could continue to guard him [the emperor] after death."

They were buried in three separate pits and stood ready for battle. The first and largest pit contains 1,400 warriors. Some are "riding" in chariots, each pulled by three or four terra-cotta horses.

The second pit is more complex and contains soldiers, horsemen, and even commanders to lead the troops.

The third pit is the smallest. It holds what looks like an elite group of 68 military commanders.

Today, Emperor Qin's warriors tell us a great deal about ancient Chinese history and art. But many secrets are still hidden. The site "has given us a very real sense of the actual size and wealth of Qin's empire," says Hung Wu, an expert in ancient Chinese art and culture. "But he was able to control his empire in ways we are just beginning to understand." JS

Your Turn

Word Match

___ 1. terra-cotta	a. chamber for the dead
___ 2. conscript	b. someone forced into service
___ 3. tomb	c. baked clay
___ 4. domain	d. scientist who studies the human past
___ 5. archaeologist	e. empire

Word Match

1. How did Emperor Qin Shi Huangdi establish a strong central government? Why did people criticize his government?
2. What was the purpose of the terra-cotta warriors?

Debate on Drug Testing • Blackbeard the Pirate SEPTEMBER 20, 199

Who was Cleopatra?

The 18-year-old ruler tried to save Egypt. A *JS* original play

Fitting in

Can groups hurt kids?

Vol. 102, No. 2 • ISSN 0022-6688

Junior Scholastic®

www.scholastic.com

the new China

After 50 years of Communist rule, its people hunger for peace and prosperity

SCHOLASTIC

China

After 50 years of Communist rule, will China become a powerhouse of the new millennium?

by Peter Hessler in Beijing, China

On China's farms, much of the work is done by hand.

XINHUA / LIAISON

Question: What country has the largest number of students studying English?

Did you answer the U.S.? Wrong! The correct answer is China. That's because every student in China learns English. This is just one sign of how China today is looking outward.

Li Huahui *(lee hwah hway)* teaches English at a high school in the town of Nanchuan *(non chwon)*. Like 70 percent of China's population, her students are from farm families. None of them have ever seen a foreigner before, and yet for the last four years they have had daily English classes.

"They know that English is very useful, especially if they want to go to college," says Li Huahui. "And our school has computers that use English, so that makes them want to learn more."

This is a remarkable change in a country whose history is full of tragic conflicts with the outside world. In the 1960s and early 1970s, China was so inward-looking that schools were forbidden to teach foreign languages. China's Communist government allowed few foreigners to visit China.

China's relations with the outside world have improved greatly in

Meng Fanrui, 15, hopes to start his own business. Portrait shows Mao Zedong, Communist China's first leader.

Timeline
CHINA

1949

Communists led by Mao Zedong defeat the Nationalists, who fled to Taiwan. The Communists [illegible]

UNITED PRESS INTERNATIONAL

1966

Seeking to purge [illegible] the Communist [illegible]

CHARLIE BR
Not Your Average Blockhea

MIMI KUO

> **I want to start my own restaurant, or car-repair shop . . . something where I can rely on myself, because I want freedom.**
>
> *—Meng Fanrui, 15*

recent years. China now encourages trade and the exchange of new ideas, helping its economy grow at one of the fastest rates in the world.

"I can learn a lot if I have a chance to study overseas," says Zhao Tong *(jow toeng)*, 11, who dreams of going to the U.S. as an exchange student. "It will help me do a better job when I come back to China. I want to be an English teacher."

A Turbulent Past

In the past, China was isolated by its own success. The Chinese were the first people in the world to produce paper, printed books, gunpowder, porcelain, cast iron, silk, and the magnetic compass. With such technology, China saw no reason to deal with foreign countries. Its isolation caused it to **stagnate** (become out-of-date).

By the 1800s, China had become too weak to defend itself. It lost a war with Britain and was forced to give Britain and other countries special trading rights and colonies.

These events taught China's people two conflicting lessons. One was that foreign countries were aggressive and dangerous, so China should remain closed to the outside world. The other lesson was that foreign countries had new ideas, so China should open up. China has struggled to choose between these options.

Communists Take Power

In 1949, a Communist revolution took power in China *(see timeline)*. The Communists seized total control of the government and all businesses. They were led by Mao Zedong *(mah-oh dzeh-doong)*, who saw foreign countries as dangerous. He closed China to the outside world and became a dictator who could not be criticized.

1972

U.S. President Richard Nixon visits China, ending [illegible] two decades of hostility between the two countries.

1989

The Chinese government orders the army to crush a pro-democracy demonstration in Tiananmen Square, killing hundreds.

1999

Relations sour after a U.S. plane bombs China's embassy in Yugoslavia, and the U.S. accuses China [illegible]

> “I can learn a lot if I have a chance to study overseas. It will help me to do a better job when I come back to China.”
>
> *—Zhao Tong, 11*

Mao started a number of disastrous policies that led to the death or imprisonment of millions of Chinese. One of his worst programs was the Cultural Revolution. Begun in 1966, this movement turned China upside down for 10 years. People were told to destroy everything traditional—especially anything from the U.S. and other Western countries. Children were told to criticize their teachers instead of studying. Thousands of intellectuals were imprisoned, and many died. “At that time, we didn't study anything in school,” says Zhao Tong's father. “Teachers wanted to teach, but students wouldn't listen.”

China's Rebirth

The Cultural Revolution ended after Mao Zedong died in 1976. The Chinese economy was in shambles, and most of the population was uneducated. But a new generation of Chinese leaders began to open up to the outside world. Starting in the early 1980s, the country's economy grew at an amazing pace.

“I was 25 years old when I first saw a color television,” says Zhao Tong's father. “My daughter saw it as soon as she was born, and now we even have a computer. There are so many changes like that.”

More and more, the U.S. and other industrialized countries are setting up factories and businesses in China. The label “Made in China” can be found in the U.S. on products ranging from clothes to electronics to toys. The jobs created by that production has lifted millions of Chinese out of poverty—especially in the cities.

Zhao Tong's family is part of China's rising middle class. Ten years ago, the average city resident made only $166 a year; today, the figure has risen to $659. Many urban Chinese can buy luxury goods like computers, cellular phones, and VCRs.

Like almost all city-dwellers, the Zhao family has only one child. One of China's biggest problems is over-population. With 1.2 billion people, the country is the most populous on earth. China has one-fifth of the world's population, but only 7 percent of the world's agricultural land. As a result, the government enforces a law that limits most families to one child.

Trouble with the U.S.

Although China's foreign relations have improved greatly, there are still problems—especially with the U.S. Last May, U.S. planes attacking Yugoslavia bombed the Chinese embassy in Belgrade. The U.S. said that the bombing was an accident. But China's government—and most Chinese—saw the bombings as another example of deliberate foreign aggression.

On the other hand, the U.S. is unhappy with China's human-rights record. China is still controlled by the Communist Party, which does not allow opposition parties or a free press. Chinese people who criticize the government often end up in prison.

Most Chinese agree that further political reforms are still needed. But they believe that their country is headed in the right direction, especially now that people are free to start up their own businesses. For many, economic freedom is more important than political freedom. China's troubled past has left many people hungry for stability.

“I Want Freedom”

If you talk with a Chinese teenager, you will see that the U.S. and China have much in common. Meng Fanrui *(mung fahn ray)* 15, enjoys computers, electronic games, basketball, and in-line skating. Even when he speaks Chinese, Meng Fanrui uses some English expressions, like “OK” and “good-bye”.

Like U.S. teenagers, Meng Fanrui longs for freedom and independence. “I want to start my own restaurant, or car-repair shop, or barbershop—any kind of business,” he says, when asked about the future. “I want something where I can rely on myself, because I want freedom.” JS

Your Turn

Word Match

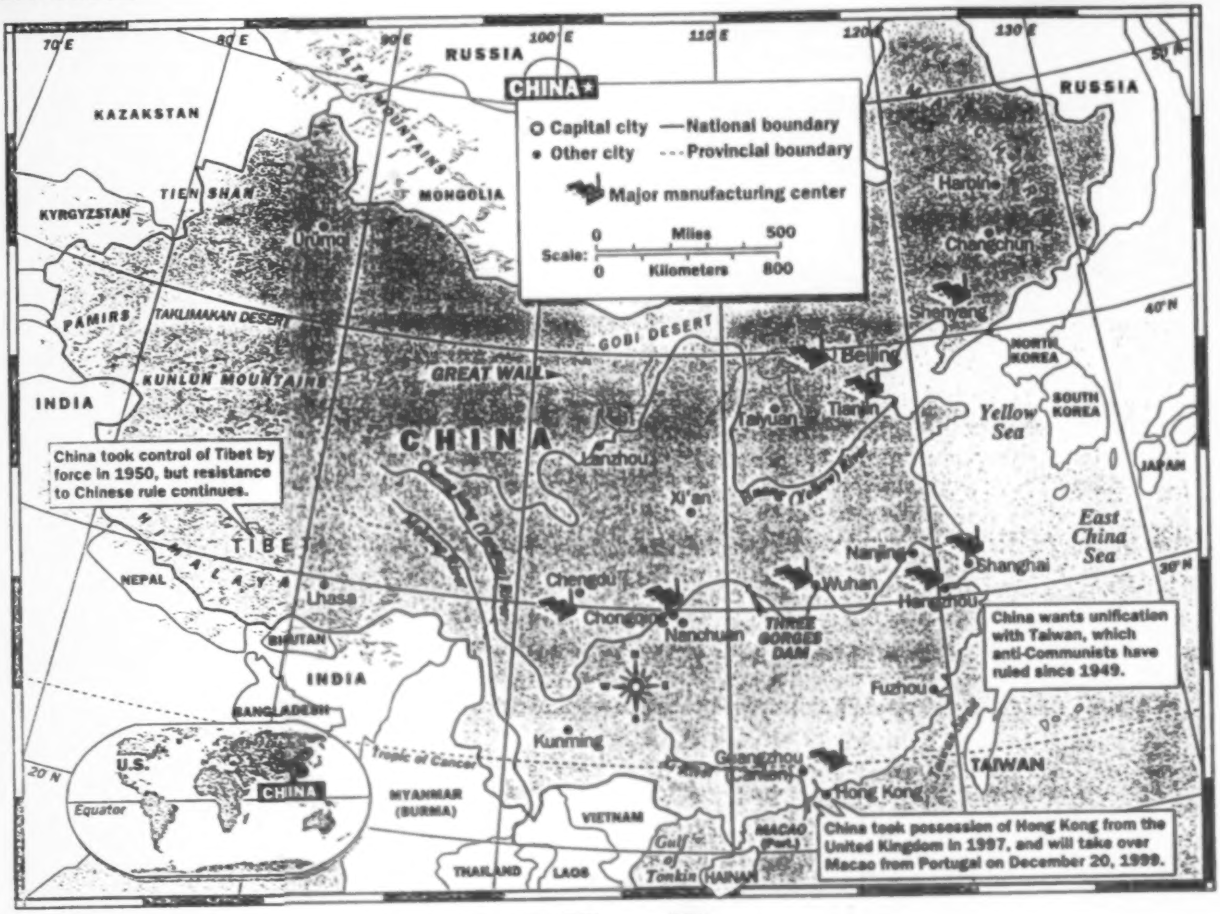
___ 1. remote	a. choice
___ 2. stagnate	b. stay by itself
___ 3. isolate	c. take advantage of
___ 4. exploit	d. far-away
___ 5. option	e. become out-of-date

Think About It

1. Why did China close itself off to the outside world for much of its history?

2. Should the U.S. have normal trade relations with China, considering China's human-rights record?

BEST COPY AVAILABLE


70°E
80°E
90°E
100°E
110°E
120°E
130°E
50°N
40°N
30°N
20°N
RUSSIA
CHINA
O Capital city
• Other city
— National boundary
--- Provincial boundary
Major manufacturing center
Scale:
0
Miles
500
0
Kilometers
800
KAZAKSTAN
KYRGYZSTAN
TIEN SHAN
ALTAI MOUNTAINS
MONGOLIA
Urumqi
PAMIRS
TAKLIMAKAN DESERT
KUNLUN MOUNTAINS
GOBI DESERT
GREAT WALL
INDIA
CHINA
TIBET
HIMALAYA
NEPAL
Lhasa
BHUTAN
BANGLADESH
Harbin
Changchun
Shenyang
Beijing
Tianjin
Taiyuan
Lanzhou
Xi'an
Huang (Yellow) River
NORTH KOREA
SOUTH KOREA
Yellow Sea
JAPAN
East China Sea
Nanjing
Shanghai
Wuhan
Hangzhou
Chengdu
Chongqing
Nanchuan
THREE GORGES DAM
Fuzhou
Kunming
Guangzhou (Canton)
Hong Kong
MACAO (Port.)
TAIWAN
Tropic of Cancer
MYANMAR (BURMA)
VIETNAM
THAILAND
LAOS
Gulf of Tonkin
HAINAN
U.S.
CHINA
Equator

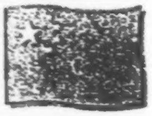
China took control of Tibet by force in 1950, but resistance to Chinese rule continues.

China wants unification with Taiwan, which anti-Communists have ruled since 1949.

China took possession of Hong Kong from the United Kingdom in 1997, and will take over Macao from Portugal on December 20, 1999.

China

Facts TO KNOW



AREA: 3,601,312 square miles (about the size of the U.S.).
POPULATION: 1.2 billion, world's largest.
POPULATION UNDER 15: 26%
GOVERNMENT: One-party Communist government led by President Jiang Zemin.
ECONOMY: World's third-largest economy. *Leading industries:* iron and steel, textiles, machines, and weapons. *Minerals:* coal, oil, iron ore, tungsten, others. *Major crops:* cotton, rice, tea, wheat.
***PER-CAPITA GDP:** $2,800
LIFE EXPECTANCY: 69 years, men; 73 years, women

Study the map and use it to answer the following questions about China.

1. What former mountain nation did China take by force in 1950? ____________

2. What manufacturing center lies on the Tropic of Cancer? ____________

3. Which two countries border China to its east? ____________

4. Which region of China is least likely to be densely populated—the north, south, east, or west? ____________

5. What colony will China take from Portugal in December? ____________

6. Many people must move because of a gigantic construction project at 31°N, 111°E. What is it? ____________

7. What city is located at approximately 30° N, 91° E? ____________

8. Anti-Communists rule what nearby island nation? ____________

9. What river flows into the East China Sea? ____________

10. What is the distance in miles between Beijing and Nanjing? ____________

---

*The value of all goods produced by the country in a year, divided by the population. (GDP stands for gross domestic product; per capita means per person.)

Day 8 The Chinese Zodiac

Objectives and Goals:

1. The students will use the venn diagram to describe their personality and will use the personality descriptors to help them.
2. The students will study the two Zodiac information sheets and then find their Zodiac.
3. The students will use a venn diagram to write their Zodiac personality and then compare what personality traits that the student description and the Zodiac have in common or alike.
4. The students will write a five or more neat sentences in cursive using blue or black ink describing their zodiac sign and if they agree or disagree with their zodiac and explain why.

Time Allotment:

One Day

Materials Needed:

Two Chinese Zodiac Information Sheets
Venn Diagram
Personality Descriptors
Instruction on Chinese Zodiac Paragraph
Chinese Zodiac Paragraph Scoring Guide

Procedure:

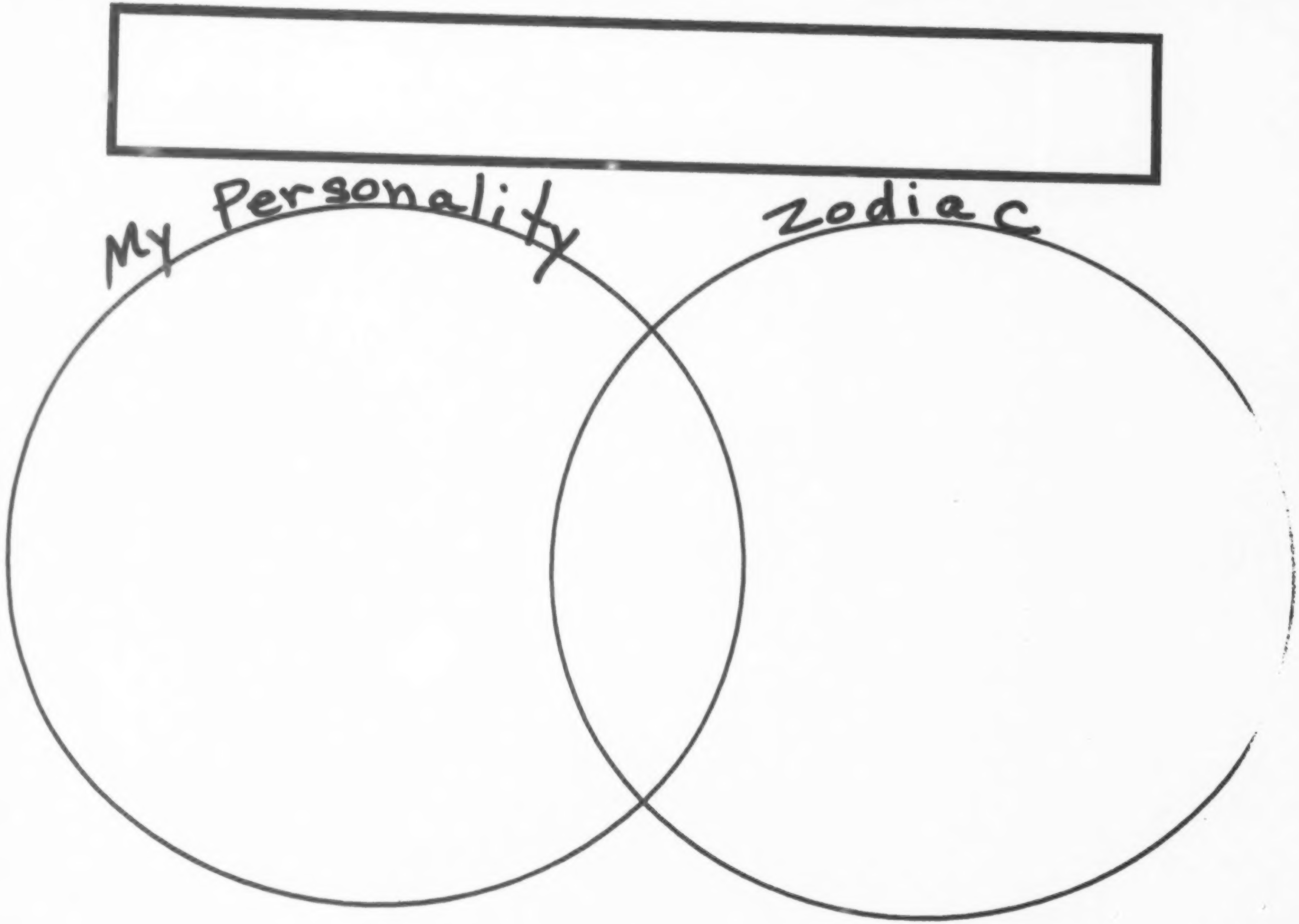
The teacher will give the venn diagram and the personality descriptors to the students and ask them to describe what their personality is on the diagram. Then the two Chinese Zodiac information sheets will be given to the students to find their Zodiac sign and then to write down on the venn diagram what personality traits are under their sign. They are then to compare which personality traits they each had in common. They are then assigned a Chinese Zodiac paragraph with directions and a scoring guide.

Assessment:

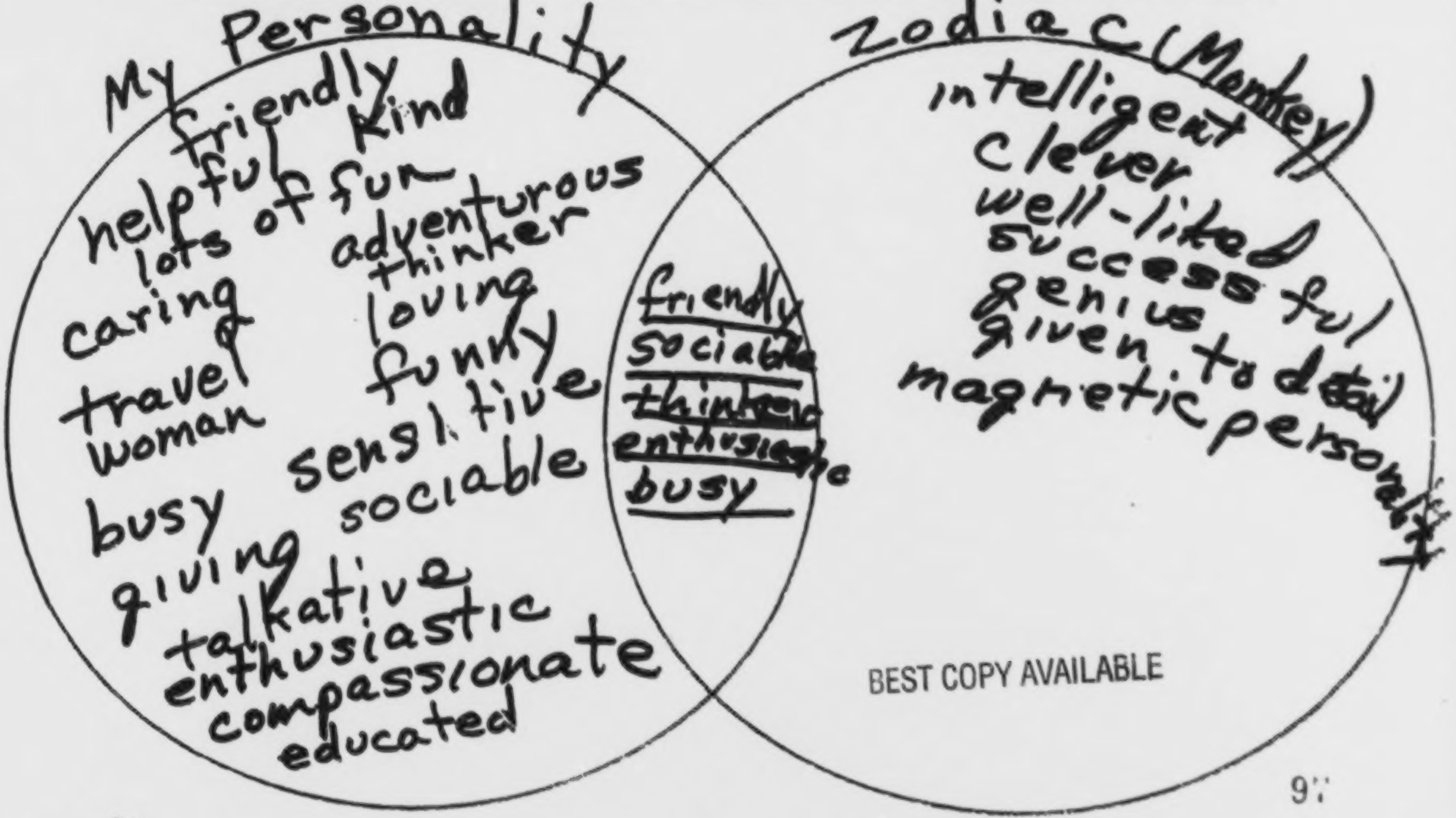
Chinese Zodiac paragraph with scoring guide

References:

Zodiac Information Sheet-Yuan, Juliana, *Our Global Village-China*, Milliken Publishing Company, St. Louis, Missouri
Zodiac Information Sheet-from a Chinese restaurant
Venn Diagram-Teacher generated
Directions: Chinese Zodiac Paragraph-Teacher generated
Scoring Guide for Chinese Zodiac Paragraph-Teacher generated


My Personality
Zodiac

Shirley Bell



My Personality

friendly
kind
helpful
lots of fun
adventurous
thinker
caring
&
travel
loving
funny
woman
sensitive
busy
sociable
giving
talkative
enthusiastic
compassionate
educated

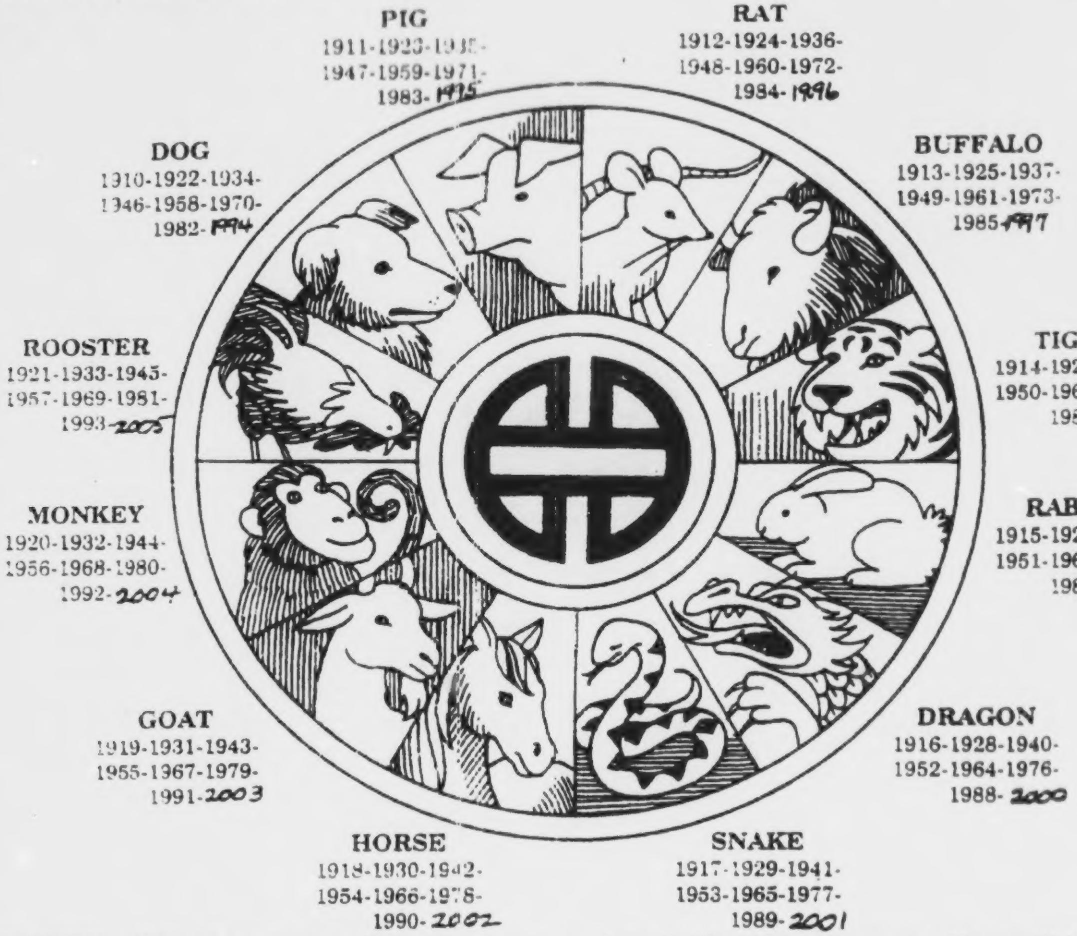
friendly
sociable
thinker
enthusiastic
busy

zodiac (Monkey)

intelligent
clever
well-liked
successful
genius
given to detail
magnetic personality

The Chinese Zodiac

The Chinese have an astrological zodiac chart based on a cycle of 12 animals. Below is a diagram of the chart. Have the children locate their animal sign based on the year in which they were born. Then read the personality traits associated with that animal. Birth years provided below date from 1910, so children can look up the signs of their grandparents and parents as well as their own. Though the years labelled below end with 1993 at the sign of the Rooster, they continue in sequential order, clockwise around the chart (i.e., 1994—DOG, 1995—PIG, and so on).


PIG
1911-1923-1935-
1947-1959-1971-
1983-1995
RAT
1912-1924-1936-
1948-1960-1972-
1984-1996
DOG
1910-1922-1934-
1946-1958-1970-
1982-1994
BUFFALO
1913-1925-1937-
1949-1961-1973-
1985-1997
ROOSTER
1921-1933-1945-
1957-1969-1981-
1993-2005
TIGER
1914-1926-1938-
1950-1962-1974-
1986-1998
MONKEY
1920-1932-1944-
1956-1968-1980-
1992-2004
RABBIT
1915-1927-1939-
1951-1963-1975-
1987-1999
GOAT
1919-1931-1943-
1955-1967-1979-
1991-2003
DRAGON
1916-1928-1940-
1952-1964-1976-
1988-2000
HORSE
1918-1930-1942-
1954-1966-1978-
1990-2002
SNAKE
1917-1929-1941-
1953-1965-1977-
1989-2001

MONKEY—You are very intelligent, clever, and well-liked by everyone. You will have success in any field you try.

ROOSTER—You are a hard worker and definite in your decisions. You are not afraid to speak your mind and are, therefore, sometimes boastful. You will make a good restaurant owner, publicist, or world traveler.

DOG—You are honest and faithful to those you love, but you tend to worry too much and find fault with others. You will make an excellent business person, teacher, or secret agent.

PIG—You are a good friend because you are sincere, tolerant, and honest, but by expecting the same from others, you may be terribly disappointed. You will thrive in the arts as an entertainer, or you may make a great lawyer.

RAT—You are imaginative, charming, and very generous to those you love, though you do have the tendency to be quick-tempered and overly critical. You will be happy as a writer, critic, or publicist.

BUFFALO—You are a born leader, and you inspire confidence in those around you. Be careful about being too demanding. You are also methodical and good with your hands. You will make a good surgeon, general, or hairdresser.

TIGER—You are sensitive, emotional, and capable of great love, but you tend to be stubborn about what you think is right. You will make an excellent boss, explorer, or race car driver.

RABBIT—You are affectionate, cooperative, and always pleasant, and people like to be around you. You can, however, get too sentimental and seem superficial. You will make a successful business person, lawyer, diplomat, or actor.

DRAGON—You are full of life and enthusiasm and a very popular individual with a reputation for being "funloving." You will make a good artist, priest, or politician.

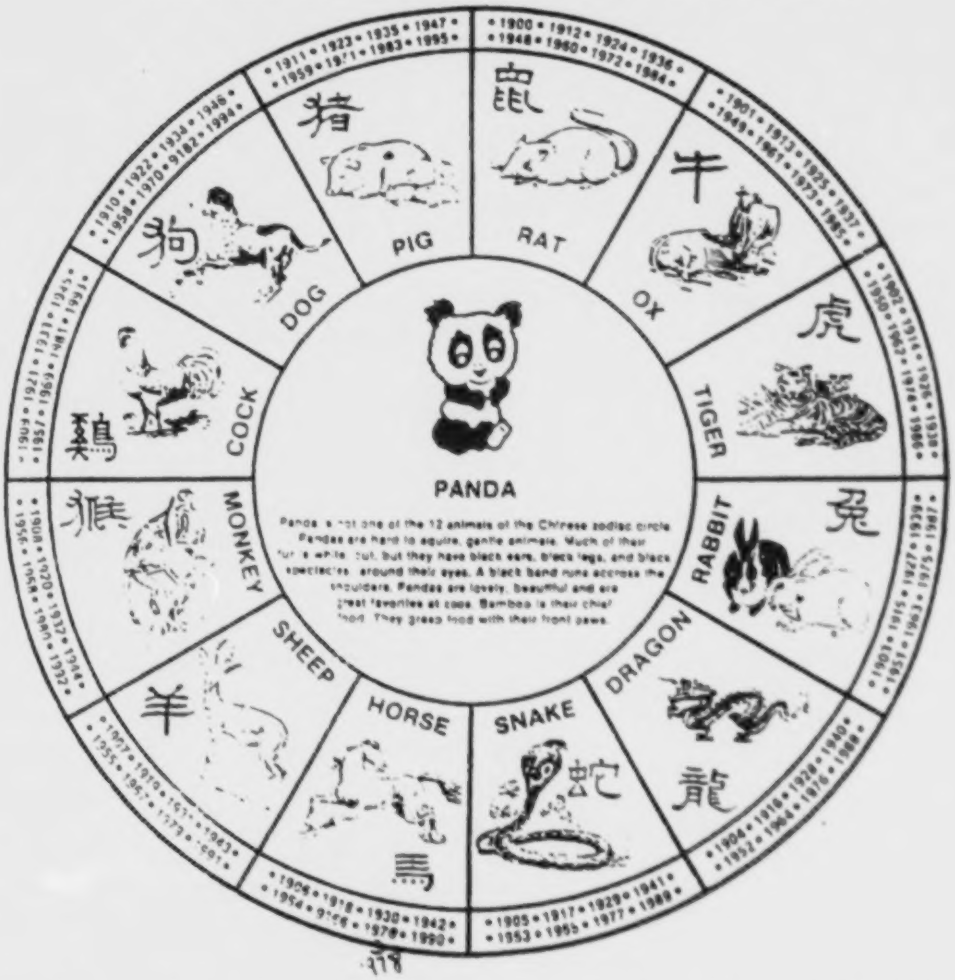
SNAKE—You are wise and charming. You are also romantic and a deep thinker, but you tend to procrastinate and be a bit stingy about money. You will make a good teacher, writer, or psychiatrist.

HORSE—You are an amazingly hard worker and very independent. Although you are intelligent and friendly, you can sometimes be a bit selfish. You will find success as an adventurer, scientist, or poet.

GOAT—You are charming, elegant, and artistic, and you like material comforts, but you also have a tendency to complain about things and worry a bit too much. You will make a good actor, gardener, or beachcomber.

CHINESE ZODIAC

Proceed clockwise to find your birth year & characteristics


RAT
鼠
• 1900 • 1912 • 1924 • 1936 •
• 1948 • 1960 • 1972 • 1984 •
OX
牛
• 1901 • 1913 • 1925 • 1937 •
• 1949 • 1961 • 1973 • 1985 •
TIGER
虎
• 1902 • 1914 • 1926 • 1938 •
• 1950 • 1962 • 1974 • 1986 •
RABBIT
兔
• 1903 • 1915 • 1927 • 1939 •
• 1951 • 1963 • 1975 • 1987 •
DRAGON
龍
• 1904 • 1916 • 1928 • 1940 •
• 1952 • 1964 • 1976 • 1988 •
SNAKE
蛇
• 1905 • 1917 • 1929 • 1941 •
• 1953 • 1965 • 1977 • 1989 •
HORSE
馬
• 1906 • 1918 • 1930 • 1942 •
• 1954 • 1966 • 1978 • 1990 •
SHEEP
羊
• 1907 • 1919 • 1931 • 1943 •
• 1955 • 1967 • 1979 • 1991 •
MONKEY
猴
• 1908 • 1920 • 1932 • 1944 •
• 1956 • 1968 • 1980 • 1992 •
COCK
鷄
• 1909 • 1921 • 1933 • 1945 •
• 1957 • 1969 • 1981 • 1993 •
DOG
狗
• 1910 • 1922 • 1934 • 1946 •
• 1958 • 1970 • 9182 • 1994 •
PIG
猪
• 1911 • 1923 • 1935 • 1947 •
• 1959 • 1971 • 1983 • 1995 •
PANDA

Panda is not one of the 12 animals of the Chinese zodiac circle. Pandas are hard to aquire, gentle animals. Much of their fur is white fur, but they have black ears, black legs, and black spectacles around their eyes. A black band runs accross the shoulders. Pandas are lovely, beautiful and are great favorites at zoos. Bamboo is their chief food. They grasp food with their front paws.

The Chinese Zodiac consists of a 12 year cycle, each year of which is named after a different animal that imparts distinct characteristics to its year. It is believed that the year of a persons birth is the primary factor in determining that person's personaity traits, physical and mental attributes and degree of success and happiness throughout his lifetime.

PERSONALITY DESCRIPTORS:

Some Good Words for Name Calling

adaptable
accepting
afraid
aggressive
alert
ambitious
analytical
angry
annoying
assertive
appreciative
apprehensive
aspiring
average
awesome
awkward
brave
bright
busy
calm
capable
clever
concise
confident
crazy
creative
delicate
dependable
dependent
determined
domineering
dreamy
effervescent
embarrassed

energetic
enigmatic
enthusiastic
exciting
extravagant
extroverted
fiery
foolhardy
free
friendly
gentle
glum
happy
harsh
helpful
heroic
imaginative
immaculate
impetuous
impulsive
independent
intelligent
introverted
involved
jabberwocky
jealous
joker
jubilant
keen
kind
knowledgeabl
lavish
lazy
liberal

loud
loving
mature
mean
mediocre
mellow
modest
musical
naughty
neat
nervous
nice
noisy
normal
novel
nurturing
nutty
objective
odd
off the wall
okay
onerous
open minded
opinionated
optimistic
ordinary
original
overemotional
peaceful
perceptive
perfectionist
physical
playful
powerful

questioning
quiet
quick
rambunctous
rash
realistic
rebellious
refined
relaxed
religious
reserved
respectful
responsible
rigid
sad
secure
self-conscious
selfish
sensible
sensitive
sharp
shy
sociable
solemn
solitary
stubborn
talented
talkative
tender
thoughtful
timid
tough
unaffected
understanding
unorganized

unpredictable
unselfish
unusual
upbeat
useful
vain
vivacious
vocal
volunteer
warm
weird
willing
withdrawn
witty
worried
yeller
yielding
young
youthful
zestful
zippy
zealous

Name
Hour

Chinese Zodiac Paragraph

Directions: You are to write at least a 5 sentence paragraph in correct format stating how your personality can influence you and your peers at Oak Grove Middle School. You have listed the personality traits you describe yourself with and you have compared that to the Chinese zodiac symbols. Be sure to follow the format below.

1st sentence – State what zodiac symbol you are represented by. This will be your topic sentence. For example: The Chinese symbol that represents me is the __________.

2nd –4th sentence – These sentences need to support your topic sentence. Why are you described as this zodiac symbol? Do you agree that your personality fits this category? How is your personality like or different?

5th sentence – You now need to conclude your paragraph. You could state whether or not you agree with the Chinese zodiacs or you could explain your reasoning for disagreeing. For example: I feel that the Chinese zodiac symbol __________ is exactly/totally different from my personality.

Remember COPS !!! Proofread your paragraph when it is complete. Please write your final paragraph in ink and in cursive.

Name:

Hour:

Chinese Zodiac Paragraph
Scoring Guide

Perfect Paragraph	Good Paragraph	Needs Some Work
5	3	1
Correct Paragraph Format		Wrong Paragraph Format
5 or more complete sentences	4 complete sentences	3 or less complete sentences
Written in cursive	Written in cursive and print	Written in print
Written in blue / black ink		Written in pencil
Well explained paragraph about your personality	Did you follow the questions provided?	What are you writing about?
Name and Hour included	Name or hour missing	No name or hour included
Extremely neat paper written	OK paper	Improvement needed in neatness

TOTAL:

GRADE:

COMMENTS;

Day 9 Art of Using Chopsticks
Art of Paper Cuts

Objectives and Goals:

1. The students will be given a pair of chopsticks and given instruction on how to use the chopsticks and pick up two candy kisses
2. The students will be shown examples of paper cuts from books and then the original paper cuts which I purchased in China and discuss why they are popular for good luck.
3. The students will choose either a rooster or a butterfly or design their own and do paper cutting with scissors.

Time Allotment:

One Day

Materials Needed:

Overheads on Using Chopsticks and Wok, Don't Run
Chopstick and candy kisses
Book on Paper Cuts
Copies of either a rooster or butterfly
Scissors
Construction Paper and Typing Paper

Procedure:

The teacher will distribute chopsticks and 2 candy kisses to students and put the overhead Using Chopsticks, so students can practice. After 5 times of picking up the kiss, they can eat the candy kiss. The teacher will read from the overhead Wok, Don't Run to discuss the types of food found in China. The teacher tells about the history of paper and paper cutting and shows students actual paper cuts purchased in China. The teachers shows pictures of other paper cuts. Students are then given a choice of a rooster or butterfly to use as a paper cut and mount on construction paper.

Assessment:

Candy Kisses reward for using chopsticks correctly
A paper cut mounted on construction paper

References:

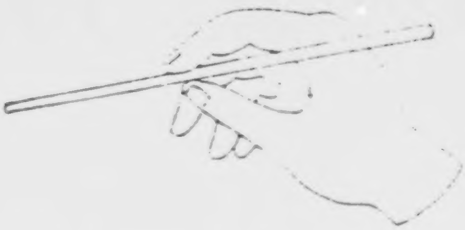
Using Chopsticks-Franco, Betty, *China-A Literature Based Multicultural Unit. Evan-Moor* Corp. Monterey, CA. 1993.

Wok, Don't Run-Finney, Susan and Kindle, China-Then *and Now*, Good Apple, Inc., Carthage, IL. 1988.

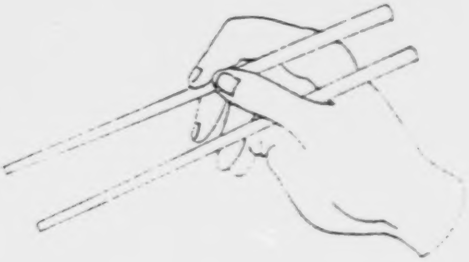
Rooster Paper Cut- *The Mailbox*, The Education Center, Inc., May\June, 1989.
Butterfly Paper Cut- *World Neighbor Series-China*, Creative Teaching Press, Inc.

Using Chopsticks

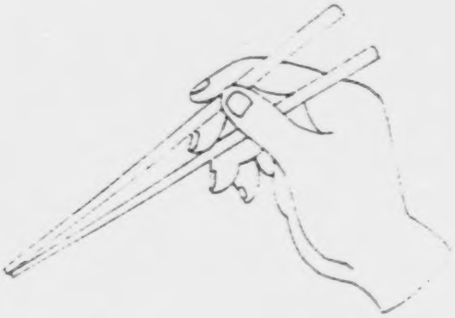
1. Hold one chopstick like a pencil.



2. Slip the other chopstick in under the first one. Lean it against your third finger.

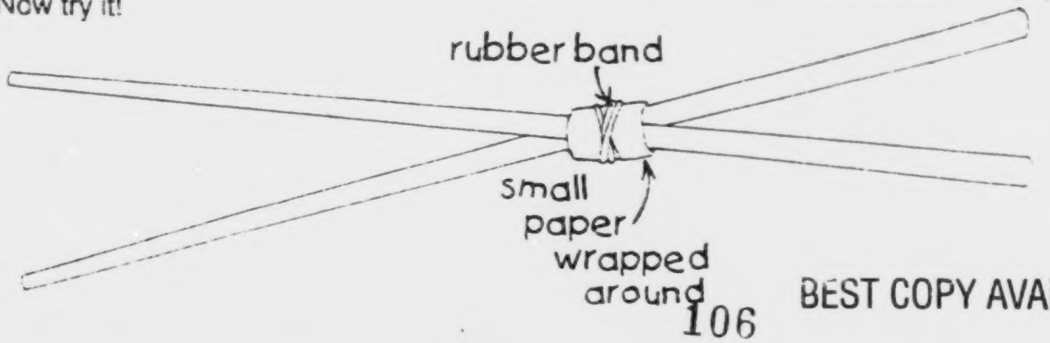


3. Move the second chopstick up and down to pick up food.

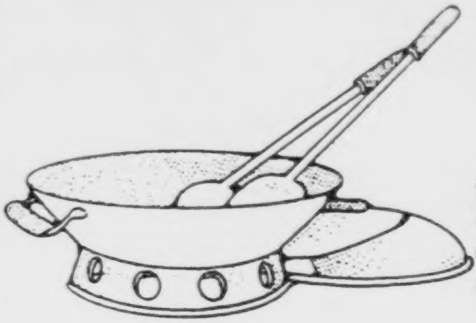


The easy way:

Wrap the chopsticks with a small piece of paper. Put a rubber band around the paper. Now try it!


rubber band
small paper wrapped around

Wok, Don't Run



In a vast land that has known terrible floods and great famines, providing food is tremendously important. So important that 4,000 years ago cooks, or "doctors of food," were honored more highly than medical doctors!

Unique features in China have led to its distinctive foods. The land has little in the way of fuel, so thin-sliced, small-pieced foods are cooked in the rapid stir-fry method using the slope-sided wok (a type of frying pan) and seasoned oil to conserve precious heating resources. With great areas needed to grow crops, grazing land is not available in much of China to raise beef cattle. Milk, cheese, and beef are not familiar menu items. Rivers provide fish, and rural homes raise poultry and pigs. Pork is especially popular since pigs can be fed waste food scraps.

Four types of cooking are found in different regions of China. From the south, along the coastal regions, comes the Cantonese style. Since the area is mild and rainy, rice grows well and is the basic grain. It is said that Cantonese "eat anything with four legs except tables." Many animals have always been sold in the marketplace, ranging from dogs, snakes, camels, and foxes to peacocks, rats, and storks.

In the east, rice is important, but wheat is also used. Simple meals of fish and soups are the specialties.

From the west in Sichuan and Hunan come the spicy tastes of fiery peppers and herbs.

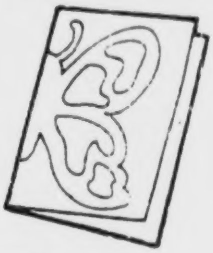
The north uses much garlic, onion, and other strong flavors to season barbecued meats, especially mutton.

Paper Cuts

Paper cuts are a traditional decoration for Chinese celebrations and festivals. For the new year, Chinese people hang paper cuts on their doors. The brightly colored flowers, birds, trees, and animals reflect the culture's appreciation of natural beauty. Invite students to make paper cuts to decorate the room for the Celebrate China Open House.

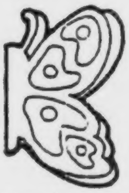
Materials

black construction paper
brightly colored construction or tissue paper
butterfly pattern
glue
sharp scissors
hole punch
pencil

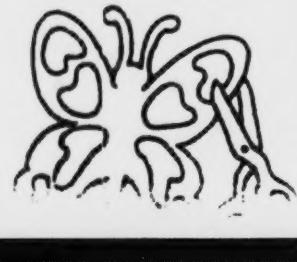


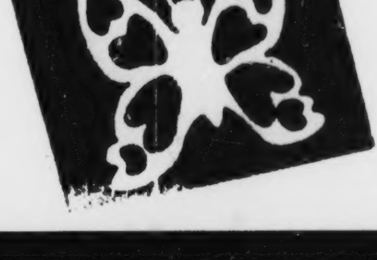
Directions

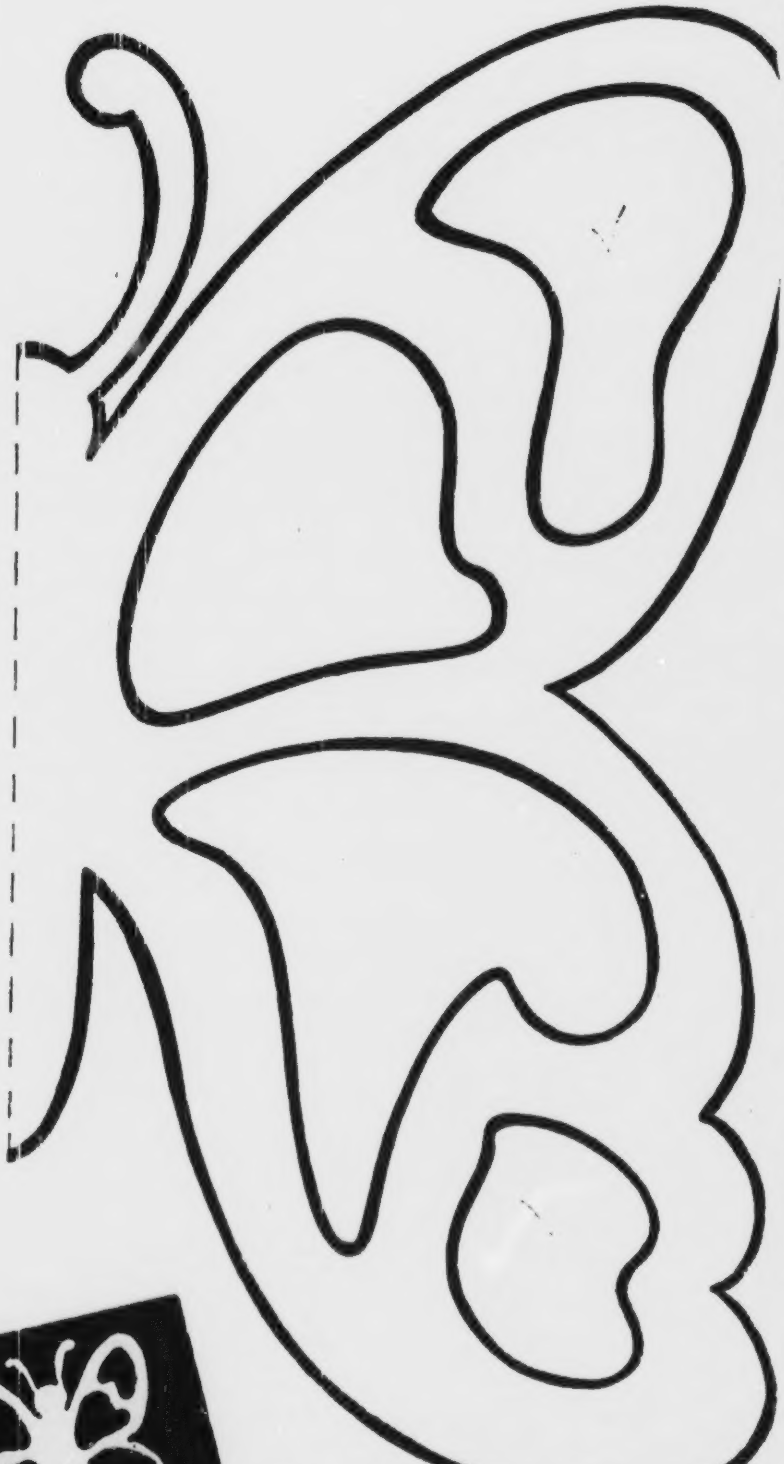
1. Fold the colored paper in half.
2. Use a pattern to trace half a butterfly, or make an outline drawing of half a tree, flower or butterfly.



3. Cut out the design.
4. Use hole punch to start cuts in areas away from the fold. Cut out inside areas.
5. Open paper carefully and glue design to black paper.





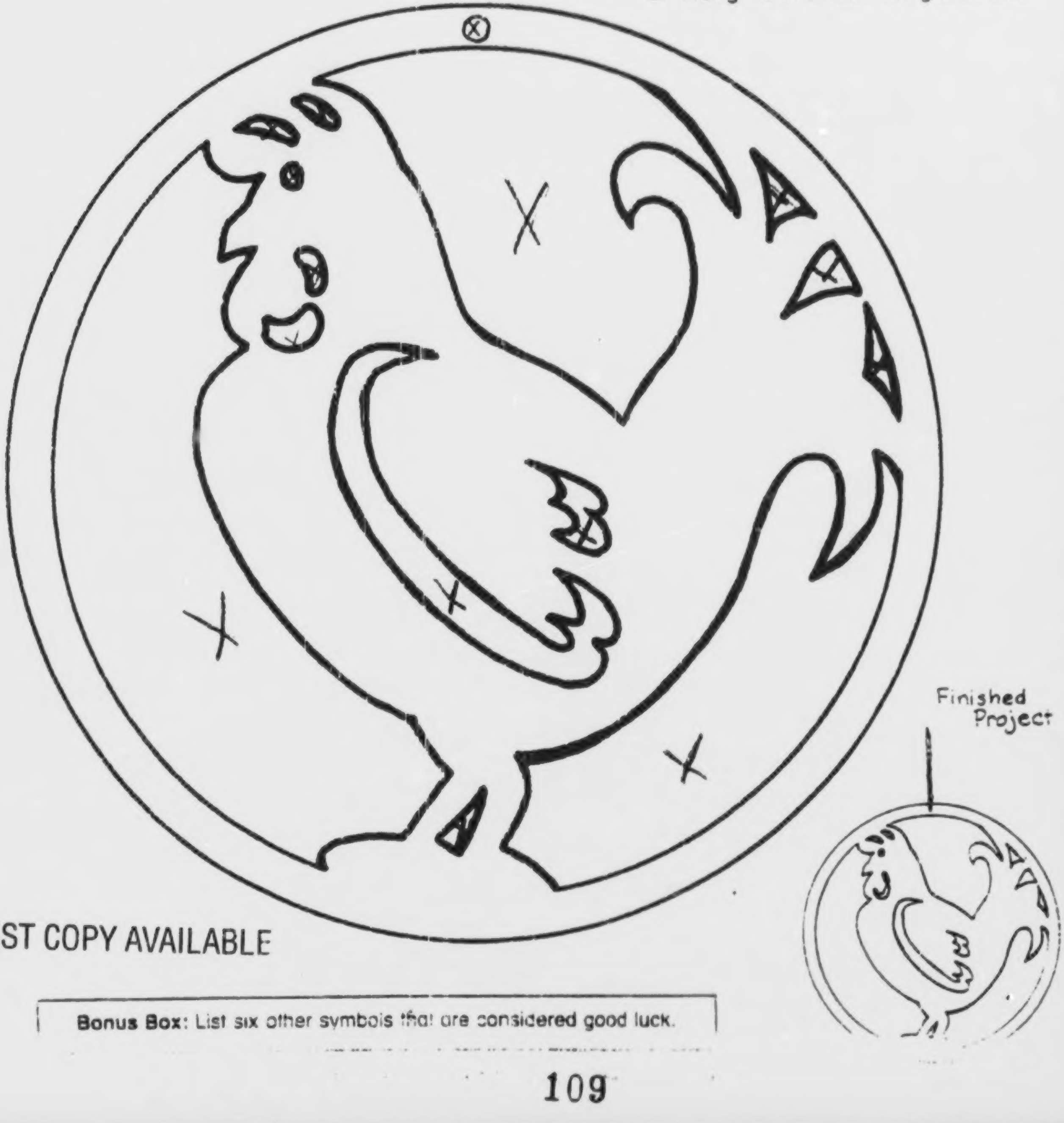


Name ____

A Luck Hanging

The Chinese were the first to invent paper. Besides writing, another use for paper that is still popular today is *papercuts*. Papercuts are pictures or designs cut into paper and then hung for good luck. Below is a simple version of a papercut. It is believed that the rooster will protect the house from fires. A favorite color for papercuts is red which stands for joy and life. Make your own luck hanging to hang on a door by following the directions below.

1. Glue the circle to tagboard.
2. Cut out the hanging on the bold lines.
3. Carefully color both sides of the hanging red.
4. With your pencil point, carefully make a hole at the ⓧ.
5. String a piece of yarn through the hole, and knot.
6. Hang from a door for good luck!



Bonus Box: List six other symbols that are considered good luck.

Day 11 to 16
China File Folder Project

Objectives and Goals:

1. The students will design a creative Chinese file folder by using research skill.
2. The students will chose two topics to research.
3. The students will use the computer lab and explore for information and pictures using the Encarta, E Library and the Internet.
4. The students will write and become experts on two topics and include a picture with their report on the inside folder.
5. The students will design a front cover following the directions given.
6. The students will create a game, puzzle or quiz over the information you have learned about China on the back of the folder.
7. The students will evaluate fellow students file folder using an evaluation form.

Time Allotment:
Six Days

Materials Needed:
Computer Lab
Reference material on China and related subjects
File Folder
Map of China
Direction Guide for China File Folder
Scoring Guide for China File Folder
Topics for China File Folder Project
China File Folder Evaluation

Procedure:
Day 11and 12
The teacher will give the students the Direction Guide for the China File Folder and discuss the project and show an example made by the teacher. The teacher will impress upon the students that they are to become experts on two related topics on China. Students are given a topics list and I read through them and tell them to star any topics they are interested in.
Day 13
Students will continue research and finding pictures for their two topics and place them inside the folder. Students may begin designing the cover by using the China map and following the directions given.
Day 14 and 15
Students will work on the cover or begin Fun Things To Do on the back of the folder.
Day 16
Students will share their completed China File Folders by having other students use the China File Folder Evaluation and be accountable for reading three other file folders.

References:

Map of China, Direction Guide, Scoring Guide, Topics list and Student Evaluation were all teacher generated.

Name

Hour

CHINA FOLDER ACTIVITY
DIRECTION GUIDE

You are to design a creative Chinese folder sharing your research information on geography, historical events, religion, famous sites, language and writing, arts, animals, etc.

Front Cover: You must include a title and a large map of China (provided). You need to design the cover to make it attractive and neat. On the map you must label the following:

- Great Wall
- Gobi Desert
- Mt. Everest
- 5 cities Mrs. Bell visited

Be sure to include a map key and a compass rose.

Inside Folder: Choose 2 topics on China to research. You must write an 8-10 sentence paragraph on your topic and include a picture or drawings of your topic. You will put one topic on the top of the folder and the other topic on the bottom of your folder. Be sure to include a title for each topic. Topic choices are as follows:

- Geography
- History
- Religion
- Famous Sites
- Language and Writing
- Arts
- Animals
- The teacher must approve other topics.

Back of Folder: You must create a game, puzzle, or quiz over the information you have learned about China. Examples would be crossword puzzles, word searches, True-False questions, or question answers on facts. You must use at least 10 or more facts or information about China.

Tab of Folder: Don't forget your name and hour on the tab of the folder!!!

REMEMBER: Neatness is extremely important.
Add color.
Cover the entire folder.
Have Fun!!

Subjects for China Folder Projects

Tea
Panda
Forbidden City
Tai Chi (Martial Arts)
Beijing
Shanghai
Hong Kong
Inventions from China
Pagodas
Marco Polo
Great Wall
Silk
Discovery of China
Terra Cotta Warriors
Daoism
Kites
Rivers – Yangzi and Yellow
Zodiac
Chinese Calligraphy
Dragons
Confucianism
Buddhism
Communism
Dynasties
Kublai Khan
Water Buffalo
Silk Road
Paper Cuts
Bamboo
Tea Picking
Electrical Goods
Gobi Desert
Lanterns
Rice Paddies
Sampan & Junk–Types of Boats
Emperor Qin
Chinese Fireworks
History of Paper from China
Chinese New Year
Red Panda
Bactrian Camel
Grand Canal
Abacus
Sun Yat-son
Mao Zedong
Chinese Art
Chinese Festivals
Chinese cooking and eating etiquette
Acupuncture
Yin and Yang
Taklimakan Desert
Chiang Kai Shek
Himalaya Mountains
Mongols
Tianamen Square

TAIWAN
HONG KONG

Name

Hour

Score Guide for China Folder Activity

WOW!! What a folder!!	Good Folder	Needs Work
5	3	1
Title on cover		No title
Map of China included on cover		No map included
Extremely attractive and neat cover	Average neatness of cover	Improvement needed on cover
All 8 items located on map	6-7 items located on map	5 or less items located on map
Map key and compass included on cover	Map key or compass included on cover	No map key or compass included on cover
Topic #1 has required 8-10 complete sentences x3 ____	Topic #1 has 6-7 complete sentences x3 ____	Topic #1 has 5 or less complete sentences x3 ____
Picture or drawings on topic #1 included		No picture or drawings on topic #1 included
Extremely neat and attractive layout on Topic#1	Average neatness of layout on Topic #1	Improvement of neatness needed on Topic #1
Topic #2 has required 8-10 complete sentences x3 ____	Topic #2 has 6-7 complete sentences x3 ____	Topic #2 has 5 or less complete sentences x3 ____
Picture or drawings on topic #2 included		No picture or drawings on topic #2 included
Extremely neat and attractive layout on Topic#2	Average neatness of layout on Topic #2	Improvement of neatness needed on Topic #2
10 or more facts on game, puzzle, or quiz on back of folder	8-9 facts on game, puzzle, or quiz on back of folder	7 or less facts on game, puzzle or quiz on back of folder
Extremely neat layout on games, puzzle, or quiz on back of folder	Average neatness on layout of games, puzzle, or quiz on back of folder	Improvement needed on layout of games, puzzles, or quiz on back of folder
Name and hour on tab of folder	Name or hour on tab of folder	No name or hour on tab of folder
Turned in original score guide		No original score guide
Project turned in on time		Project Late

TOTAL:
GRADE:
COMMENTS:

BEST COPY AVAILABLE

China File Folder Evaluation

Grader: ____________________________

Student Being Graded: ________________________________

Cover (Neatness, Requirements and originality)
5 4 3 2 1

Topic One (8 or more sentences, neatness, requirements)
5 4 3 2 1

Topic Two (8 or more sentences, neatness, requirements(
5 4 3 2 1

Fun Things To Do (title, 10 or more words used, neatness, creative and originality)
5 4 3 2 1

5-Excellent, Interesting and Put a lot of work into project
4-Very Good, Interesting, and Not quite a 5
3-Average, Interesting, Could put more work into project
2-Below average, hard to read, not neat, didn't follow requirements
1-Poor, messy, can't find facts, missing a part of project

China File Folder Evaluation

Grader: ____________________________

Student Being Graded: ________________________________

Cover (Neatness, Requirements and originality)
5 4 3 2 1

Topic One (8 or more sentences, neatness, requirements)
5 4 3 2 1

Topic Two (8 or more sentences, neatness, requirements(
5 4 3 2 1

Fun Things To Do (title, 10 or more words used, neatness, creative and originality)
5 4 3 2 1

5-Excellent, Interesting and Put a lot of work into project
4-Very Good, Interesting, and Not quite a 5
3-Average, Interesting, Could put more work into project
2-Below average, hard to read, not neat, didn't follow requirements
1-Poor, messy, can't find facts, missing a part of project

Day 17 and 18
China Book Assessment

Objectives and Goals:

1. The students will create a book titled "What I've Learned About China"
2. The students will follow the direction guide for their China Book Assessment.
3. The students will write or draw pictures of their four facts on geography, history-government, religions, culture, arts and other miscellaneous information in their book.
4. The students will check their scoring guide to see if they have all requirements for the China Book Assessment.

Time Allotment:

Two Days

Materials Needed:

A booklet prepared by teacher
Books on China.
Activity sheets on China

Procedure:

The teacher will give students their booklet and the direction guide and will facilitate students as they begin working on their book. They will have two days in class and may take it home to work on. Students are encouraged to be creative and to show what knowledge they have gained during this study of China.

Assessment:

China Book-"What I've Learned About China"

References:

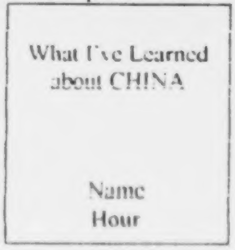
Books on China
Activity sheets on China
File Folder Project

DIRECTIONS FOR CHINA BOOK ASSESSMENT

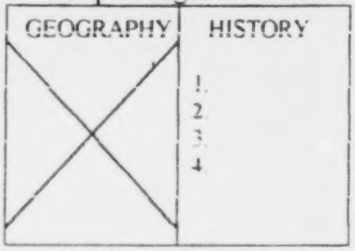
COVER You must have the following information included.
- Title - "What I've Learned About China"
- Name
- Hour
- Design: Be creative and add some color!

PAGES All pages must be numbered at the bottom of the page. The title of each page needs to be in capital letters (GEOGRAPHY, HISTORY-GOVERNMENT, RELIGIONS, CULTURE, ARTS, MY CHINA EXPERIENCE).

Example of Cover



Sample Pages of Inside



You must include 4 facts per page. You may illustrate your knowledge of China by writing complete sentences or by drawing pictures. Here are some ideas to help you complete your booklet.

PAGE #1 - GEOGRAPHY
Ideas: Continent located on, major mountains, important rivers, 3 main sections (you would need to name them), deserts, climate, oceans surrounding, capital cities etc....

PAGE #2 - HISTORY-GOVERNMENT
Ideas: Who were important rulers, what were the names of dynasties, who invaded China, what type of government does China have, who built the Great Wall, wht do you know about the Terra Cotta Warriors, etc...

PAGE #3 - RELIGIONS
Name the religions, what are their symbols, what do they believe in, etc....

PAGE #4 - CULTURE
What foods do they eat, what are their homes like, how do they dress, important crops and industry, etc....

PAGE #5 - ARTS
What type of arts are important to the Chinese, show examples of Chinese writings, sculpting, dancing, etc.

PAGE #6 - You must write at least a 5 sentence paragraph explaining the most important information you learned about China. This page does not need a title. This is your last page, so conclude your booklet with information that is important to you and important about China. You may also include what your favorite activities were in this unit.

Name:

Hour:

CHINA BOOK ASSESSMENT
"What I've Learned About China"

I Learned a lot about China	**I Learned about China**	**I need to Learn More about China**
5	**3**	**1**
Cover of book has all required information: Title, Name, Hour, Design	Cover has 3 out of the 4 required items.	Cover has 2 or less or the required items.
Page 1 has 4 or more facts about China's geography	Page 1 has 3 facts about China's geography	Page 1 has 2 or less facts about China's culture.
Page 2 has 4 or more facts about China's history/government	Page 2 has 3 facts about China's history/government	Page 2 has 2 or less facts about China's history/government
Page 3 has 4 or more facts about China's religions	Page 3 has 3 facts about China's religions	Page 3 has 2 or less facts about China's religions
Page 4 has 4 or more facts about China's culture	Page 4 has 3 facts about China's culture	Page 4 has 2 or less facts about China's culture
Page 5 has 4 or more facts about China's arts	Page 5 has 3 facts about China's arts	Page 5 has 2 or less facts about China's arts
Page 6 has a correctly formatted paragraph about China		Page 6 has an incorrectly formatted paragraph about China
Page 6 paragraph has 5 or more complete sentences	Page 6 paragraph has 4 complete sentences	Page 6 has 3 or less complete sentences
All pages followed directions with capital letter titles	All pages had titles, but were not all capitalized	Pages had no titles
Book was extremely neat and colorful	Book was neat and had some color	Improvement and/or neatness needed to improve
Book completed on time		Book was late

TOTAL:

GRADE

From the Scroll to the Book

the story of Chinese bookbinding A curriculum guide

This guide to bookbinding can be adapted for use at any grade level. These ancient Chinese bookbinding forms are suitable for many different kinds of content. Chinese bookbinding evolved in response to a variety of needs, yet the materials remain fairly constant after to advent of paper. The book form is a timeless, cross-cultural means of communication that has relevance for all cultures. The ancient and enduring contributions of the Chinese to the traditions of bookbinding are particularly significant.

Chinese book forms are the basis for *The Ancient Chinese Digital Book*, a project undertaken by my advanced photography students. In this project each student creates a book based on one of the seven distinctively Chinese forms. Students can approach this project in a variety of ways: spatially (conceiving first of the form), verbally (beginning with an interpretation of the text), or visually (allowing the images and graphics drive the form).

After introducing students to the traditional Chinese book forms described in this guide, each student was asked to response visually to a poem from the T'ang dynasty. Using both photographic images of their own creation and a graphic rendering of the text of the poem, the students designed a book based on a Chinese form. The design of the pages, the integration of the photographic images and the text is generated digitally. Poems from the T'ang dynasty work especially well since many of the traditional book forms were developed and refining during this period of flowering in the arts in Chinese history. These visceral and image driven poems are also highly accessible to students of all ages.

The volumes of poetry that I used for this project include:

Poems of the late T'ang. A.C. Graham, *trans.* Penguin Group, England 1965.
ISBN 0-14-044157-3

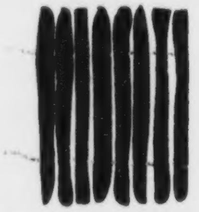
T'ang Dynasty Poems. Knoefle, John and Wang Shouyi *trans.* Spoon River Poetry Press, 1985 .
ISBN 0-933180-76-4 pb 0-933180-84-5 hb

Five T'ang Poets. David Young, *trans.* Oberlin College Press, FIELD Translation Series 15, 1990.
ISBN 0-932440-55-X

Evolution of the Scroll

Early Chinese bookbinding

The earliest Chinese books were made from strips of wood or bamboo which were written on and bound together by string. When the scroll was unfurled, the strips containing text lay parallel to one another. These books were easily portable as they could be rolled up and secured by the binding material.



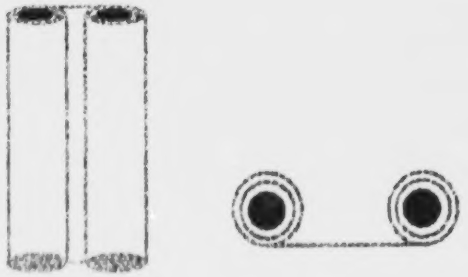
Early scroll form made from wood

The advent of paper

The earliest Chinese paper, often dated to 105 AD but perhaps discovered earlier, was made from a suspension of hemp waste in water. Next the hemp was washed, soaked and beaten to a pulp with a wooden mallet. A paper mold, most likely a sieve of coarsely woven fabric stretched over a four sided bamboo frame, was used to pick up the fiber slurry from the vat and contain it for drying. Eventually, other fibers were used in addition to hemp, including tree bark, bamboo, ramie and other plant fibers.

The Scroll

During the T'ang dynasty (618-907), the arts flourished and with advances in papermaking, Chinese books were made of sheets of paper pasted together along the edges to create one continuous sheet. Both end of this continuous sheet wrapped around a wood or bamboo rod which not only secured the paper but served to help the reader move through the text.

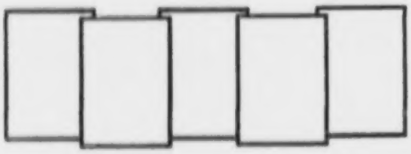


Traditional Paper Scroll

Materials: paper
glue stick
wood rods

Instructions:

1. Paste sheet along one edge and attach to another sheet.
2. Attach a wood rod to each end by folding the paper over it and pasting to main body of scroll.
3. A tie closure may be attached to one of the wood rods.



Several sheets pasted together to make one continuous sheet

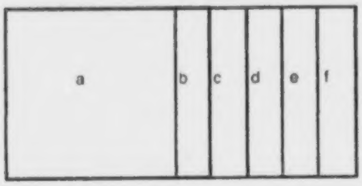
Whirlwind Binding (Xuanfeng zhuang)

The introduction of pages into the scroll form

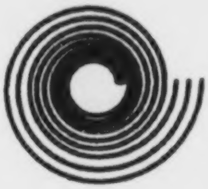
This form first evolved during the T'ang Dynasty and was mostly used as a form for reference works as information could be more easily located within the body of a scroll. The T'ang dynasty was a period of stability; scholarship and the writing of verse both indicated a high level of cultural refinement and was a crucial for obtaining a position in the government. Poetry flourished and rhyming dictionaries were much in demand. The whirlwind form both made information more accessible and advanced the notion of the page.

In this binding, pages of varying length are stacked so that the longest sheet in on the bottom and the shortest on top. The pages are aligned along the left edge and pasted together. A bamboo rod, split in half, is then used tosandwich the binding edge together. Holes are pierced through the bamboo and the document to be sewn together.

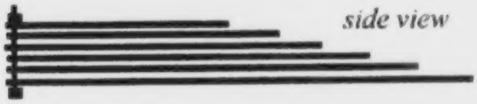
For storage, the document would be rolled. The bottom sheet, the longest, acted as a kind of wrapper so that when rolled, the whirlwind book was indistinguishable from the scroll



overview



side view



side view

Materials: paper, wood slats for binding edge, string for binding tie and closure, awl, scissors or mat knife, ruler.

Instructions:

1. Cut base sheet (f) to desired dimensions.
2. Cut 5 additional sheets, each one inch shorter than the previous.
3. Cut two strips of wood or bamboo to the length of your binding edge.
4. Using an awl, drill three holes along the length of the bamboo strips.
5. Sandwich sheets of paper between the binding strips and sew togehter.

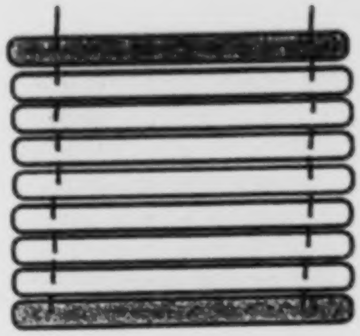
Advanced

1. use a heavier material for the base sheet and it will act as a sturdy cover when the book is rolled up.
2. Attach a cord to the non-binding edge of the base material as a tie for securing the scroll.

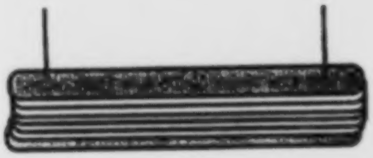
The Pothi book (Fanjia zhuang)

The evolution of the page

This form came to China from India as early as 400 AD, but the Chinese did not develop their own version of this form until the T'ang Dynasty. Thus the whirlwind binding and the notion of stacking sheets of paper was probably influenced by the pothi form.



While whirlwind books generally contained reference material, Pothi books primarily contained Buddhist scripture. This form is significant in the development of Chinese book forms as it was a departure from the scroll form. Scrolls were such a widely used form that there was no relationship between the different kinds of text and the physical object. With the increased use of the pothi, it becomes clear that functionality and content were of equal importance. The development of the Pohti also meant that the book became more compact and information more easily accessible as the pages were stacked, not rolled



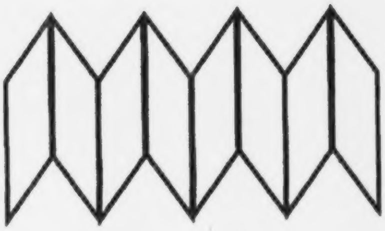
The earliest Chinese Pohti books were made from thin strips of wood or bamboo. Each side of the strip contained a portion of text. The strips were bound together with strings that passed through their centers so that the text could be read from one strip to another. The pages were sandwiched between two boards which not only kept the pages together but also protected the document from damage.

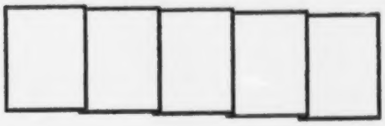
Materials: glue sitck, paper, heavy thread or yarn, an awl, thin card board, large eye needle.

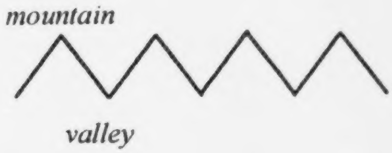
Instructions:
1) the easiest way to make this form is to adhere the text and images to mat board first and then cut the into 2 inch segments.
2) Use awl to punch holes through each segment.
3) String segments together.

Concertina Binding (Jingzhe zhuang)

Introduction of the booklet







Widely used during the late T'ang dynasty, the concertina binding, named Zingzhe zhuang, meaning folded sutra binding, was the first Chinese book to assume the external form of the booklet. Similar to the scroll, the pages inside were pasted together to created a continuous sheet of paper. The sheet was then folded into pages. In fact, many exisiting scrolls were folded into concertinas.

Like the pothi, Buddhism was at the heart of the concertina form. In the earliest concertina books, the folios were long and thin and text was written vertically.

The concertina form was an improvement on the pohti as the indivudal pages made it easier to move through without a string passing through the pages. With less wear and tear in moving through the text, concertina books generally lasted longer.

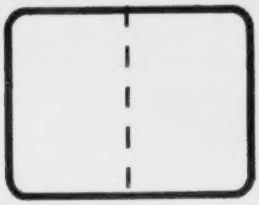
Materials: paper, ruler, glue stick, thin cardboard, fancy paper for cover.

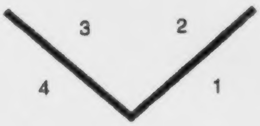
Instructions:
1) Paste together sheets of paper along one edge with glue stick.
2) Fold sheet into pages. Use the ruler to burnish the folds so that they are crisp. Always fold toward "the mountain", this will ensure that folds are consisitent .
3) See Basic Cover insturctions, page 10.

Butterfly binding (Hudie zhuang)

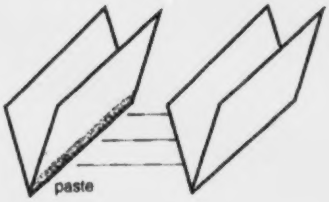
Introduction of the booklet

First introduced during the Song Dynasty (960-1279), the butterfly binding departed from the scroll form in favor of the folded leaf, wrapped back book with pages made from individual sheets of paper. While both the pothi and concertina forms have elelments of a leaf book, their pages were derived from the continuous sheet of the scroll.



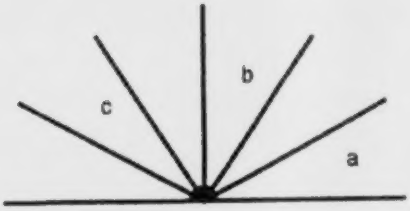


The butterfly is made by folding a sheets of paper in half, forming four pages. Paste is then be applied to the folded edge of the sheet and adhered to another sheet. The sheets, thus attached are stacked to form the spine along the folded edge. The shape of the leaves and the manner in which the book opens and closes is reminiscent of the shape of a butterfly, hence the name of the binding form.

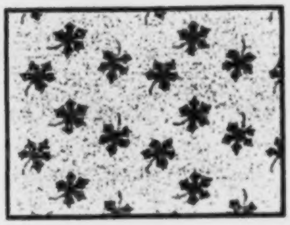


The primary advantage of the butterfly binding was its simple, compact design which could contain more text than other forms. A butterfly book was also easier to carry around and to read than a scroll and it held up better than a pohti or a concertina. This form was especially important to Buddhists who could carry their sutras with them. The butterfly form, unlike all other forms except the scroll, did not have a strong connection between form and content. Thus butterfly books became widely used and were the first universal format to challenge the scroll.

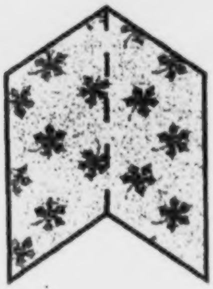
Butterfly Binding *- continued*

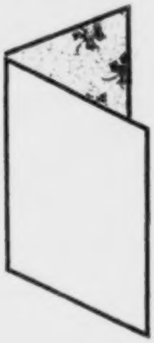


The emergence of the butterfly form was influenced by the advent of woodblock printing. Due to the nature of the print block, individual leaves were much easier to print on than one long continuous scroll. As each sheet in the butterfly binding was folded in half, the print block could contain two consecutive images or portions of text.



The butterfly binding with its wood block printed content was the first form that could easily be mass produced. Also, the notion of combining text and images was developed. However, it is this relationship between the woodblock and the page that was one of the major shortcomings of this form. Since the woodblock printed two consecutive images, only one side of the paper was printed on. This meant that every second spread of the book was blank. This design problem lead to the evolution of the wrapped back book during the Ming dynasty (1368-1644).

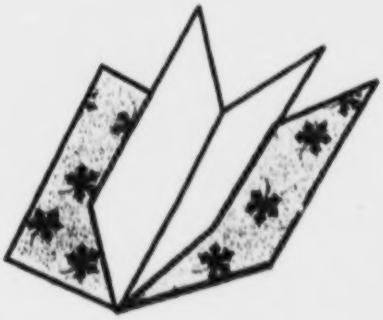




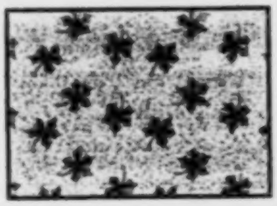
Materials: paper
glue stick
ruler
scissors or mat knife

Instructions:

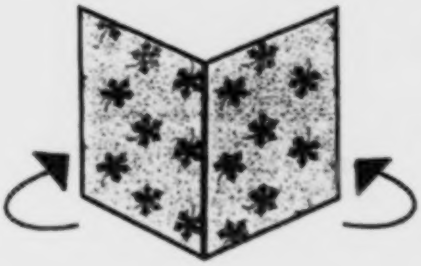
1) Fold sheets of paper in half so that the side containing text or images is on the inside of the folio.
2) Using glue stick, adhere one folio to another along the folded egde.
3) See Basic Cover instructions, page 10.



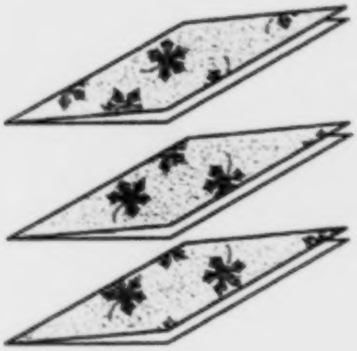
Wrapped Back Binding (Baubei zhuang)



Similar to the butterfly binding, the development of the wrapped back form was closely related to that of the printing block. The wrapped back evolved as a solution to the inherent flaw of the butterfly binding, the fact that every other page spread was blank.



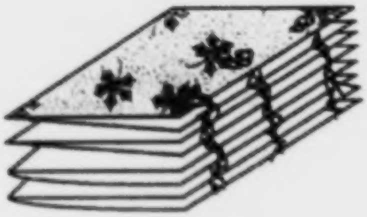
In the wrapped back binding, the page is merely folded the opposite way. Each sheet of paper was still only printed on one side but, after being folded, the wood block print would appear on the 'outside' rather than the 'inside' of the folio. These folios were then piled up on top of each other so that the open ends, instead of the edges, of each folio came together to form the spine of the book. The blank side of each folio was folded onto itself and bound so that it could no longer be seen.



Instead of being pasted together like butterfly books, the folios were bound together using paper twists that passed through the spine of the book. A cover was then attached to the book, wrapping around the spine and outer pages.

Materials: paper
heavy
thread or yarn for twists

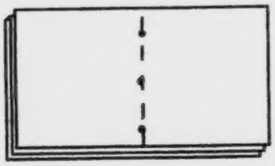
Instructions:



1) Make folios by folding paper in half, with the content on the outside of the folio
2) Stack folios.
3) Along open edge of folios, use awl to make three holes, 1 inch in from the binding edge.
4) Twist together thread or yarn and stitch together.

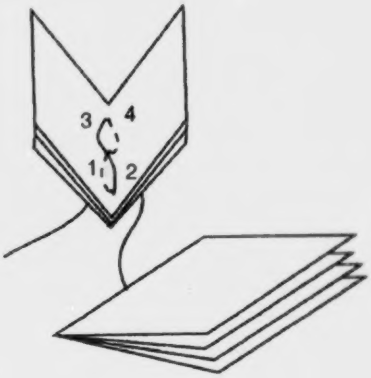
Threaded Bindings (Xian Zhuang)

The thread bound book actually originated out of the necessity to repair wrapped back books as the paper twists which held these books together often broke and were difficult to replace. Thread binding was also used to reinforce other book binding forms such as the concertina and the butterfly. The thread bound book encompassed as variety of stitching techniques, most notably, stitched gatherings and stab stitching.



Stitched Gatherings

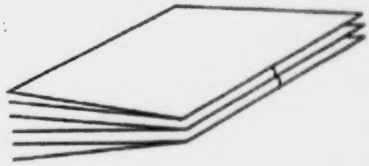
Although it is not know exactly how this method of thread binding developed in China, it represented an entirely new way of binding books.



Materials: paper, heavy thread, an awl

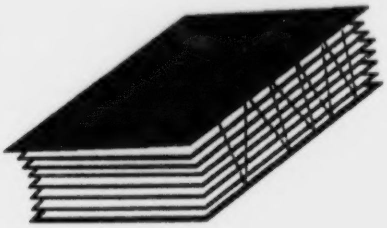
Instructions:

1) Stack several folios (folded sheets of paper) together to create a signature.
2) Along the fold, make three evenly spaced holes with the awl.
3) Begin sewing by entering the center hole from the outside of the signature. Make a figure eight, entering each hole.
4) When finished sewing this signature, the thread should be on the outside, where you began. Use same thread to sew another signature, stacking them as you go.
5) See basic book cover



Stab Binding

Also know as Japanese stab binding, this method of binding is one of the simplest but the pages do not open flat.



Materials: paper, heavy thread, an awl

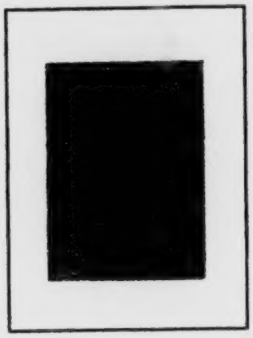
Instructions:

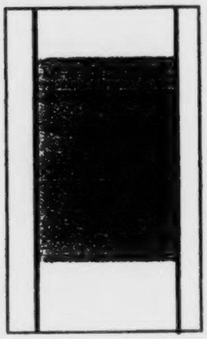
1) Stack pages or folios and covers together.
2) Use awl to make five holes along the binding edge. Sew together.

Basic Book Cover

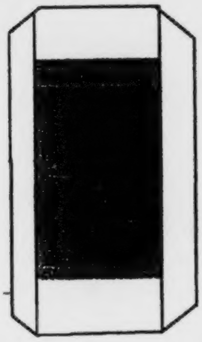
This process is similar to wrapping a gift.

1) Cut two boards slightly bigger than the dimensions of the book.
2) Select a paper of fabric to cover book and cut 2 pieces, I inch larger all round than the board.
3) Glue back of boards and adhere in the center of the cover material.

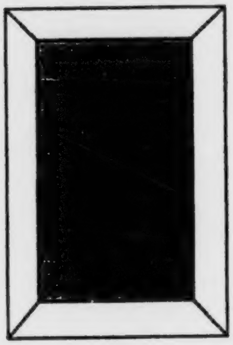




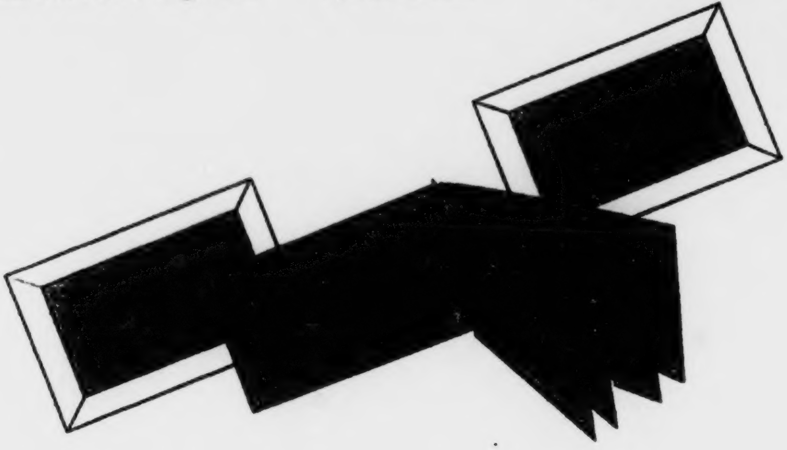
4) Glue and fold in the long sides.



5) Cut corners



6) Glue and fold in short ends



7) Using the firstand last sheets of your book to glue onto boards.

Chinese Farmer's Paintings: An Integrated Thematic Unit for Upper Elementary Students

Created by Carolyn Gramstorff

Introduction

While in China this summer I became fascinated with Chinese Farmer's Paintings. These brightly colored, vivid pictures capture the essence of China's traditional culture. I bought several paintings on my first (of many) shopping trip. I was thrilled when the young clerk took the time to share the folk tale that this image represented. Indeed these paintings tell so many stories in one single image -- the life of a people in the midst of transformation, the potential of new ventures, and the struggle to honor the past and still move on to a modern future.

When I look at these works of art I also notice many similarities between them and other folk art works from a variety of both Western and African cultures - vivid colors, patoral scenes, animated people engaged in the simple bustle of life. These Farmer's Paintings (also called peasant and folk paintings) reminded of a project I had created a year before my trip, where I used the pictures and writing of Carmen Lomas Garza to prompt my students to reflect on their cultures and write about them. That unit was a great success and I wanted to take many of my ideas from it and apply it to Chinese Farmer's Paintings.

The main focus of this curriculum is to build avariety of writing skills in elementary students. One of the best means of achieving this is to make their writing relevant and purposeful. I believe that this curriculum will do just that. It is filled with ample opportunities for students to relate the work of Chinese folk artists to their own lives, cultures, traditions, and imaginations! The unit culminates in the creation of a museum which features Chinese Farmer's Paintings alongside the student's writing and art work (thanks for the great ideas you shared Mimi Norton!).

This curriculum is dedicated to my father, Frederick W. Gramstorff. He was thrilled when I was selected as a Fulbright Fellow. It was always his dream to visit China. He relished the emails that I sent home to my friends and family. My father passed away on November 2, 1999. He was buried with his name chop that I purchased for him while abroad. I know he continues to look down on me with pride.

-Carolyn Gramstorff, January 2000

Unit Goals:

Students will:

- learn about the past history and current importance of Chinese's Farmer's Paintings.
- learn about aspects of traditional and rural Chinese culture through viewing, discussing, and reading about the subject matter detailed in Chinese Farmer's Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- develop descriptive, comparative, and persuasive writing skills through critiquing, comparing, contrasting, and writing about a variety of Chinese Farmer's Paintings.
- learn about the current state of Chinese Farmer's Paintings as a village industry.
- experience the concept, complexity, challenges, and benefits of a village industry centered around the mass production of artwork.
- read, view, compare, and contrast the work of a Mexican-American and African-American folk artist and writer with that of Chinese folk artists.
- develop descriptive narrative writing skills through relating, comparing, and contrasting the content of Chinese Farmer's Paintings with their own lives.
- develop illustration and painting skills through creating scenes of their lives using the stylistic elements of Chinese Farmer's Paintings.
- Develop an understanding of the importance of cultural expression through writing and the arts.

Unit Texts:

The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback)

Chinese Farmer Painting, Edited by Sun Zhenfa, China Esperanto Press, Beijing, ISBN: 7-5052-0308-8

The Peasants' Painting in Jinshan, Wu Tongzhang, China Press Today, Beijing, ISBN: 7-5072-0280-1

A Modern Map of China (that includes provinces)

Family Pictures / Cuadros de familia, Carmen Lomas Garza, Children's Book Press, California, ISBN: 0-89239-050-6

Tar Beach, Faith Ringgold

Part I: Introduction to Chinese Farmer's Paintings

Objectives of Part I:
Students will:

- read and analyze a text to gain an insight into the history and current status of Chinese Farmer's Paintings.
- work cooperatively in groups and as a class to share information, vocabulary, and personal observations about Chinese Farmer's Paintings.
- write personal reflections about a selection of Chinese Farmer's Paintings.
- work cooperatively in groups to define additional questions and/or learning goals for the unit.
- create a classroom resource that will be used throughout the unit.

NOTE: This may be used as one or two activities depending on time constraints.

Materials

- Foreword, The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback) **NOTE: Depending on the reading level of the students, the teacher will need to adapt this selection so that it is readable.**
- Highlighters
- Color copies of a variety of Chinese Farmer's Paintings with short descriptions of the scene (2 - 3 per groups)
- Chart paper
- Student journals

Method

1. In heterogeneously mixed cooperative groups students read the foreword.
2. Groups discuss the piece and work together to highlight 5 - 10 of the most important facts or ideas in the foreword.
3. As a group students look at 2 - 3 samples of Chinese Farmer's Paintings.
4. Using guiding questions such as: *What are some things you notice about these pictures? How are your pictures alike? How are they different? What do they remind you of? What do you like and/or dislike about the pictures?* students work individually to write a journal entry about Chinese Farmer's Paintings.
5. Groups share and write their observations on a piece of chart paper.
6. As a whole group the students discuss and fill out a K-W-V Chart (What we **KNOW** about Chinese Farmer's Paintings, What we **WANT** to know about Chinese Farmer's Paintings, **VOCABULARY** having to do with Chinese Farmer's Paintings).
7. The chart is posted in the classroom throughout the unit. As the students learn new vocabulary, develop new questions, make new discoveries, etc. they are encouraged to add to the chart.

Part II: Studying Farmer's Paintings Throughout China

Objectives of Part II

Students will:

- learn about aspects of traditional and rural Chinese culture through viewing, discussing, and reading about the subject matter detailed in Chinese Farmer's Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- develop descriptive, comparative, and persuasive writing skills through critiquing, comparing, contrasting, and writing about a variety of Chinese Farmer's Paintings.
- write personal reflections about a selection of Chinese Farmer's Paintings.

Lesson 1: Provinces of the "Homes of Paintings"

Objectives:

Students will:

- understand that China is divided into provinces, regions, counties, districts, and cities, towns, or villages.
- understand and compare the division of China to that of the United States.
- become familiar with the Chinese provinces of: Shananxi, Shanghai, Jiangxi, Liaoning, Henan, Hunan, Sichuan, Zhejiang, Hebei, Gizhou, Jilin, Shandong, Guangdong, Fujian, Shangxi, Yunnan, Qinghai, Jiangsu, Liaoning, and Xinjiang Uygur Autonomous Region.
- become familiar with the provinces that are famous for Chinese Farmer's Paintings.

Materials:

- Large laminated map of China that includes the provinces -- the names of the provinces should be covered.
- Map of United States that includes states and cities.

  Labeled cut out shapes of the provinces of China -- these should be multi-colored.
- Vocabulary chart: countries, states, counties, cities, towns, villages, provinces, autonomous region.
- Student journals.
- Follow Up Matching Worksheet.
- Map of "Homes of Painting, back page, The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback)

Method

1. In a mini-lesson the teacher introduces the vocabulary.

2. Teacher relates states (in the US) to provinces (in China).

3. Teacher tells students that the purpose of the activity is to introduce them to the provinces in China that are most famous for Farmer's Paintings. These are called "Homes of Painting".

4. Pairs of students are given Chinese Province cut outs.

5. Pairs work cooperatively to place cut outs onto the Chinese map.

6. Students complete a journal entry about what they learned or a thinking journal such as this: "*Look at where your province is located on the map of China. Think about what you know about climates in the North and South. Think about what it means to live next to the ocean or away from it. Write about what you think it would be like to visit that province. What do you think you would need to pack? What would the scenery be like? What would some of the people do for jobs?*

7. Students complete a simple follow up worksheet to reinforce vocabulary. An example of questions for the worksheet is:
   China and the United States are names of ________________.
   The ______________________ *of California in the U.S. is like the* ________ __________ *Fujian in China.*

Lesson 2: Districts, Counties, Cities, and Villages of the "Homes of Paintings"

Objectives:
Students will:

- understand that China is divided into provinces that are then further divided into regions, counties, districts, and cities, towns, or villages.
- understand and compare the division of China to that of the United States.
- become familiar with the districts, counties, cities, towns, and villages that house the "Homes of Paintings".
- practice functional reading and visual transference from one source to another.

Materials:

- Large map of China that includes the provinces used in Lesson 1 (it should still have the cut outs of the provinces placed on it)
- Vocabulary chart: countries, states, counties, districts, cities, towns, villages, provinces, autonomous region.
- Student journals.
- Blown up and copies for each student of the Map and accompanying chart of "Homes of Painting", back page, The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback)
- Colored dot stickers. They should be numbered to correspond with the 51 listings of "Homes of Painting" found in the back page of the book above.

Method

1. Teacher reviews the vocabulary and map from Lesson I.
2. Students are given numbered dots and photocopied map and chart.
3. Students are told to find their number on the chart, then place it in the correct province and area on the large map of the Chinese Provinces. These are the "Homes of Painting".
4. Have students record the town, district, county, etc. that they found in their journals -- concentrating on correct spelling and capitalization.
5. In cooperative groups have the students figure out facts about the homes of paintings such as: Which provinces have the most dots? Which have the least? Where are they close together in a single province? Where are they spread apart?
6. Students debrief findings in a large group setting.
7. Journal entry: *How do you think living in a town or village is the same as living in a city? How is it different? Which would you rather live in? Why?*

Note: Lessons 3 - 8 may be used in any order

Lesson 3: Paintings from Shanghai Province

Objectives:
Students will:

- become familiar with the Chinese province of Shanghai and its contribution to Chinese Farmer's Paintings.
- learn about aspects of traditional and rural Chinese culture through viewing and discussing the subject matter detailed in Chinese Farmer's Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- develop descriptive writing skills (especially using sensory words) through writing about a variety of Chinese Farmer's Paintings.
- write personal reflections about a selection of Chinese Farmer's Paintings.

Materials

- Enlarged color copies of the pictures on pages 18 - 23 in The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback).
- Photos and postcards of areas in the Shanghai Province.
- Sensory Word List - chart and individual copies for the students.
- Large map of China that includes the provinces.
- Chart paper
- Student journals

Method

1. Teacher reviews the map of China, making sure to highlight the Province of Shanghai.

2. Teacher shares photos and postcards of modern Shanghai Province with the students.

3. Teacher takes one of the Farmer's Paintings from the Shanghai Province and shows it to the students.

4. Working with the sensory words list the teacher models the writing of a "Sensory Poem" that describes the scene using each of the senses.
   For example: Using the picture titled Sailing Boat on page 18, the teacher may write this poem:
   Tall striped sails stand on top of the boat. (SIGHT)
   Fish gurgle in the water below. (SOUND)
   A balmy breeze pushes the boat gently along the rippling water. (TOUCH)
   Salty water splashes on my tongue. (TASTE)
   Fragrant winds push the little boat home. (SMELL)

5. Pairs of students then browse the remaining pictures which have been set up at tables around the room. The teams select a picture to write about.

6. Students work in pairs to write sensory poems. *Students should make sure to record the title of the picture and the Region, County, Village, or Town the picture is from.

7. In a whole group students share their poems.
8. If the teacher chooses, selected poems may be reproduced and displayed in a bulletin board with the pictures.
9. Students record a journal entry: *Why did you pick the picture that you did? What does it tell you about life in Shanghai Province?*

Lesson 4: Zhejian Province Paintings

Objectives:
Students will:

- become familiar with the Chinese province of Zhejian and its contribution to Chinese Farmer's Paintings.
- learn about aspects of traditional and rural Chinese culture through viewing and discussing the subject matter detailed in Chinese Farmer's Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- develop descriptive writing skills (especially using personification) through writing about a variety of Chinese Farmer's Paintings.
- write personal reflections about a selection of Chinese Farmer's Paintings.

Materials

- Enlarged color copies of selected pictures on pages 26 - 43 in The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback).
- Photos and postcards of areas in the Zhejiang Province.
- Sensory Word List - chart and individual copies for the students.
- Action Verbs List - chart and individual copies for the students.
- Large map of China that includes the provinces.
- Chart paper
- Student journals

Method

1. Teacher reviews the map of China, making sure to highlight the Province of Zhejiang.

2. Teacher shares photos and postcards of modern Zhejiang Province with the students.

3. Teacher takes one of the Farmer's Paintings from the Zhejian Province and shows it to the students.

4. Teacher takes an inanimate object in the picture and tells the students to think about what they can do that the object can not. Teacher records the list of verbs on a piece of chart paper.

5. Teacher introduces and reviews the Action Verbs List to the students.

6. Teacher introduces PERSONIFICATION to the students.

7. Teacher models personification using the action word list (as well as the sensory word list) for the students.
   For example the teacher may write:
   With a gentle swish the slimy boat skates across the shimmering lake.

8. Teacher elicits other personification sentences about the same object.

9. Pairs of students then browse the remaining pictures which have been set up at tables around the room. The teams select a picture to write about.

10. Students work in pairs to write a personification of an inanimate object in the picture. Students should make sure to note the county, region, town, or village that the picture is from.

11. In a whole group students share their poems.

12. If the teacher chooses, selected personifications may be reproduced and displayed in a bulletin board with the pictures.

13. Students record a journal entry: *What else is happening in the picture? Why do you like it?*

Lesson 5: Zhejian Province Paintings

Objectives:
Students will:

- become familiar with the Chinese province of Zhejian and its contribution to Chinese Farmer's Paintings.
- learn a legend that is also represented in a Chinese Farmer's Painting.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- develop influential writing skills through writing about a Chinese Farmer's Paintings.
- write personal reflections about a selection of Chinese Farmer's Paintings.

Materials

- Enlarged color copies of selected pictures on pages 26 - 43 in The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback).
- Color copy of the Farmer's Painting on page 24 in the book above.
- Note - Each picture should be labeled with a different letter.
- Student journals
- Copies of the description of the legend of Tiger Wang and Zhou Wenbin found on page 25 of the book above.

Method

1. Teacher reviews the map of China, making sure to highlight the Province of Zhejiang.

2. Teacher tells the students that today they must be both detectives and then lawyers:
   (a) the students must read the short legend.
   (b) the students must decide which picture from Zhejiang illustrated the legend. They are to write the letter of the picture they have selected in their journal.
   (c) the students must write a paragraph giving at least three pieces of evidence and/or proof from both the picture and the story.
   (d) the students must select a letter of a picture that the legend DOES NOT MATCH and give three reasons why.

3. Students debrief the activity in a whole group.

4. If the teacher wishes, selected writing can be reproduced and made into an interactive bulletin board.

5. Students record a journal entry: *Look at the pictures from Zhejian Province. Which picture would you most like to be in? Explain why.*

Lesson 6: Jiangsu Province Paintings

Objectives:

Students will:

- become familiar with the Chinese province of Jiangsu and its contribution to Chinese Farmer's Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- develop skills in writing from a different perspective through writing about a Chinese Farmer's Paintings.
- write personal reflections about a selection of Chinese Farmer's Paintings.

Materials

- Enlarged color copy of Three Generations and Childhood on page 44 in The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback).
- NOTE -- each person in the picture should be assigned a letter
- Chart paper
- Index cards with letters that correspond to the people in the picture -- this will be used to split the students into groups
- Student journals
- (if further scaffolding is needed, The True Story of the Three Little Pigs is a great example of telling a story from a different perspective)

Method

1. Teacher reviews the map of China, making sure to highlight the Province of Jiangsu.

2. Using the picture Childhood teacher models writing from the perspective of the subject in the painting.

3. Teacher distributes index cards to students. In a group, they are to write about life in the family from the perspective of the character that matches their card. Students should be encouraged to make observations of other characters FROM THE PERSPECTIVE OF THEIR CHARACTER!!!

4. Whole class gets back together and shares writing from the groups.

5. If the teacher wishes, writing can be reproduced and made into an display with the picture.

6. Students record a journal entry: *If you could be any of the characters in the picture who would you want to be? Describe what a typical day would be like for you.*

Lesson 7: Hubei Province Paintings

Objectives:

Students will:

- become familiar with the Chinese province of Hubei and its contribution to Chinese Farmer's Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- develop skills in comparing and contrasting observations through writing about a Chinese Farmer's Paintings.
- write personal reflections about a selection of Chinese Farmer's Paintings.

Materials

- Enlarged color copy of selected paintings on pages 48 - 59 in The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback).
- NOTE -- picture should be assigned a letter
- Blank Venn diagram chart and individual copies for students
- Chart paper
- Student journals

Method

1. Teacher reviews the map of China, making sure to highlight the Province of Hubei.
2. Teacher uses Venn diagram chart and two pictures.
3. Teacher elicits how the pictures are the same and how they are different.
4. Teacher models how to write a paragraph describing how the paintings are the same.
5. Teacher models how to write a paragraph describing how the paintings are different.
6. Students work in pairs to select two paintings and fill out the Venn diagram chart.
7. Students work individually to write two paragraphs - compare and contrast.
8. Students share writing with one another.
9. If the teacher chooses, selected writings are reproduced and displayed with the pictures.
10. Students record a journal entry: *If you went to the Hubei Province, what would you do? Describe how it would make you feel.*

Lesson 8: Qinghai, Sichuan, Liaoning, Jilin, Heilongjiang, Tianjin, and Shandong Province & Guangxi Zhuang Autonomous Region Paintings

NOTE: This will probably need to be broken up into two or three lessons.

Objectives:

Students will:

- become familiar with the Qinghai, Sichuan, Liaoning, Jilin, Heilongjiang, Tianjin, and Shandong Provinces & Guangxi Zhuang Autonomous Region and their contributions to Chinese Farmer's Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- develop skills in writing from a different perspective through writing about a Chinese Farmer's Paintings.
- develop skills in reinterpreting artwork from different perspectives.
- develop painting skills
- write personal reflections about a selection of Chinese Farmer's Paintings.

Materials

- Enlarged color copy of selected paintings from The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback).
- I AM POEM Chart and individual copies for students
- Painting materials (tempura paint, brushes, paper)
- Student journals
- Large map of China

Method

1. Teacher reviews the map of China, making sure to highlight the Provinces.

2. Teacher conducts an art lesson on perspective and enlargement, making sure to model enlargement techniques for the students using people or animals from a selected farmer painting.

3. Students select a picture to work with.

4. Students enlarge and change the perspective on a person or animal in the painting.

5. Teacher models painting techniques.

6. Students paint pictures.

7. Teacher models writing an I AM POEM from the perspective of the subject of the painting.

8. Students write I AM POEMS about their subjects.

9. Students share their products with one another.

10. If the teacher chooses, works may be reproduced and made into a classroom display.

11. Students record a journal entry: *Describe the process you used to create this product. What was hard about the process? What was easy for you?*

Lesson 9: Check In

Objective:

To assess what students have learned about Chinese Farmer's Paintings, geography, and culture thus far in the unit.

Materials:

- Student journals
- KWV chart created in Part I of the unit
- Chart paper

Methods

1. Teacher reviews the KWV chart with the students.
2. Students write in their journals about their top memories of learning over the past weeks of the unit.
3. In groups students discuss items they would like to add to the chart as well as questions they have answered from the original chart.

Lessons 10 - 22: Fujian, Jiangxi, Henan, Hebei, Shanxi, Shaanxi, Yuunan, Guizhou Provinces and Xinjiang Uygur Autonomous Region Paintings

Objectives:

Students will:

- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- read, view, compare, and contrast the work of a Mexican-American and African-American folk artist and writer with that of Chinese folk artists.
- develop descriptive narrative writing skills through relating, comparing, and contrasting the content of Chinese Farmer's Paintings with their own lives.
- develop illustration and painting skills through creating scenes of their lives using the stylistic elements of Chinese Farmer's Paintings.
- Develop an understanding of the importance of cultural expression through writing and the arts.

Materials

- Enlarged color copy of selected paintings and text pieces on pages 64, 73, 89, 91, 97, 102, 112, 148, 149, 155, 163, 169 in The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback).
- Painting materials (tempura paint, brushes, paper)
- Student journals
- Large map of China
- Highlighters
- Family Pictures / Cuadros de familia, Carmen Lomas Garza, Children's Book Press, California, ISBN: 0-89239-050-6
- Tar Beach, Faith Ringgold

Method

NOTE: As the method for this project is the same for each lesson it has been synopsized as follows:

1. Teacher reviews the map of China, making sure to highlight the Provinces.

2. Teacher introduces a picture and piece of text that matches each picture which the students read and review.

3. Students use highlighters to identify their favorite, most descriptive sentences in the piece.

4. Teacher assigns a writing assignment that relates to each Chinese Farmer's Painting Prompt. Students are to write short, highly descriptive pieces between one and two paragraphs.

   Examples of Prompts:
   page 64: What do dream of becoming when you grow up?
   page 73: Write about a sport that you or people in your community loves to participate in.
   page 89: What do you eat on your birthday?
   page 97: Describe the market where you shop.
   page 102: What is your Chinese Zodiac sign? How are you like that creature?

5. Imitating the style of Chinese Farmer's Paintings, students draw and then paint pictures that illustrate their writings.

6. In the middle of these assignments the teacher may opt to do a cross cultural comparison using the work and writing of Faith Ringgold or Carmen Lomas Garza.

7. After the students have completed a number of these assignments, they choose five of their favorite pieces and bind them into a book.

Part III: Farmer's Paintings As A Village Industry

Objectives of Part III:
Students will:

- read and analyze a text to gain an insight into the history and current status of Chinese Farmer's Paintings.
- learn about the current state of Chinese Farmer's Paintings as a village industry.
- experience the concept, complexity, challenges, and benefits of a village industry centered around the mass production of artwork.

Materials:

- Chart paper
- Painting Materials
- Black and white reproduction equipment
- high quality bond paper
- student journals

Method:

1. Teacher delivers short lecture about the current status of Chinese Farmer's Paintings as a village industry.
2. Students, working in teams, develop a picture, using the stylistic elements of Chinese Farmer's Paintings, which depicts an aspect of the culture of their school.
3. Groups present their ideas to the rest of the class.
4. Class selects one design to be mass produced.
5. A sketch (NOT COLORED) is created of the winning scene.
6. The scene is reproduced onto high quality paper.
7. Class works cooperatively to paint the pictures.
8. Class calculates a price to charge for each picture - taking into consideration time, materials expenses, quality, etc.
9. Class holds a sale (this can be a part of a larger museum project - See Part IV)
10. Class reflects in journals throughout the process

Part IV: Putting It All Together

Objectives of Part IV:
Students will:

- Demonstrate what they know in a way that educates other students, teachers, family members, and our extended community

Materials

- Map
- All reproduced writings, paintings, and student art work from the unit
- Pushpins

Method

1. All work is organized into regions and hung on the wall of the classroom in a museum format.
2. Students serve as docents for visitors and share their work.
3. Posters are sold in a Museum Store.
4. Students celebrate the project!

China

A supplemental activity guide

Patricia S. Hammond
Arlington Public Schools
Arlington, Virginia
Fall 1999

- Forward -

The study of Ancient China is an integral part of the Social Studies curriculum for 5th grade in Arlington Co., Virginia. This survey course utilizes the idea of SYSTEMS as an organizing theme. The systems of civics, economics, history, and geography of Ancient China are explored. The adopted text is Our World's Story by Harcourt/Brace.

The activities included here are designed to supplement the textbook materials and to further enhance student learning. An interdisciplinary approach allows students to view ancient Chinese history from many perspectives. Consideration has been made for students with special needs and limited English proficiency. Activities address the spectrum of learning styles.

P. Hammond 1999

SOCIAL STUDIES PROGRAM RATIONALE

The Arlington Public Schools Social Studies program is founded on the premise that democracy demands citizens who are informed, interested in the welfare of individuals and society, and committed to the success of democratic processes and values.

The Arlington Public School Social Studies curriculum is designed to promote

- a chronological approach that places history in its geographic setting thus establishing human activities in time and space
- a study of world history that includes the basic ideas of both western and non-western cultures
- an emphasis on the study of fundamental democratic principles, civic values and ethical understandings
- a focus on economics concepts that have influenced the development of civilizations of the past and present
- a scope and sequence in which knowledge and skills are taught in a systematic continuum
- an enriched and broader course of study for the primary grades which includes an introduction to world studies
- a thematic and conceptual approach that organizes content around universal ideas that transcend time, place, and people
- an interdisciplinary approach that integrates history, geography, economics, civics, sociology, psychology, language arts, science, mathematics, and the visual and performing arts
- a multicultural perspective that reflects the contributions of men and women of different racial, religious, and ethnic groups
- a purposeful linking of past and present that draws parallels among civilizations
- a balanced presentation of controversial issues that emphasizes reasonable evidence, not bias or emotion

SOCIAL STUDIES PROGRAM RATIONALE: continued

- a variety of learning activities that include real life investigations, oral histories, use of primary and secondary documents, collaboration, use of instruction technology, thematic essays, historical research, reading of non-fiction as well as fiction, development of timelines, surveys, charts, graphs, maps, globes and other three dimensional models, etc.

- a variety of teaching practices that

  -challenge and engage students in relevant curriculum,
  -are active and hands on,
  -are inquiry and discovery based,
  -require students to use multiple intelligences,
  -simulate real-life situations,
  -require students to identify themes or concepts,
  -allow for self-assessment and application of knowledge,
  -maintain high expectations for student work, and
  -require critical thinking.

SOCIAL STUDIES OBJECTIVES: GRADE 5

CIVICS	**The student will:**
APS 5.1	Identify various forms of government that evolved from the Paleolithic era of history to the 1400's AD, including imperial rule, Athenian democracy, monarchy, oligarchy, and aristocracy.
APS 5.2	Describe social, political, and military organizations and institutions from early times to about 1400 AD, including clans, feudal societies, kingdoms, empires, caliphates, city-states, classes, assemblies, etc.
APS 5.3	Compare various legal, moral, and religious codes that reflected human beliefs and values from early times to about 1400 A.D., including Hammurabi's Code, The Ten Commandments, Mandate of Heaven, and Magna Carta.
APS 5.4	Assess the impact of religion on governing power from early times to about 1400 A.D., including belief in gods and goddesses, oracles, teachings of philosophers, crusades, etc.
ECONOMICS	**The student will:**
APS 5.5	Analyze the impact of trade on the development of civilization from early times to 1400 A.D.
APS 5.6	Assess the importance of new products and technologies in the development of civilizations and the interdependence of peoples from early times to the 1400's A.D.
APS 5.7	Identify forms and means of exchanges that were used from early times to 1400 A.D., including goods, services, ideas, currencies, roads, vessels, entrepreneurs, etc.
APS 5.8	Understand the concepts of market economics, supply and demand, use of natural and human resources, economic specialization, and interdependence.

SOCIAL STUDIES OBJECTIVES: GRADE 5

HISTORY	**The student will:**
APS 5.9	Use time lines and other graphic organizers to describe the chronology of major events from early times to about 1400 A.D.
APS 5.10	Define the characteristics of "civilizations" and understand at what point in their development could societies be called civilizations.
APS 5.11	Compare and contrast the achievements of diverse cultures in Asia, Africa, Europe and the Americas from early times to about 1400 A.D.
APS 5.12	Draw upon literature to evaluate the leadership of historical figures in the development, change, and continuity of cultures.
APS 5.13	Understand the simultaneous development of civilizations around the world from early times to 1400 A.D
APS 5.14	Identify the tenets of Judaism, Christianity, Islam, and Confucianism.
APS 5.15	Describe daily and family life of historical societies and compare them to life today.
GEOGRAPHY	**The student will:**
APS 5.16	Analyze the effects of geography on the location, development, and activities of civilization from early times to 1400's A.D.
APS 5.17	Create a thematic map locating great migrations of people in the past.
APS 5.18	Describe how life changed for people as they moved to new environments, including crops, foods, animals, structures, forms of agriculture, transportation and communication.
APS 5.19	Draw on world maps various regions that were formed and changed as a result of conquest and trade from the Paleolithic era to 1400 A.D.

SOCIAL STUDIES OBJECTIVES: GRADE 5

GEOGRAPHY: continued

APS 5.20	Locate on a world map major landforms, water bodies, countries, cities and other entities that existed from the Paleolithic era to 1400 A.D.
APS 5.21	Describe the interaction of humans and their environments in the development of farming, trade, new technologies, transportation, communication, building, warfare, etc.

THEME AND UNITS: GRADE 5

The organizing theme for grade five is **SYSTEMS**. Students will learn that **SYSTEMS**

- constitute the cultural, political, economic, and geographic elements of civilizations.
- succeed or fail based upon cooperation or conflict among peoples, the effects of geography, the acts of individuals, and the achievements of humankind.
- operate or function according to written, legal, religious, and social rules, beliefs or values.
- change as a result of conquest, trade, religion, education, and geography.

These concepts are taught through activities in the following units that cover the period from the Paleolithic era to about 1400 A.D. The **simultaneous** development of civilizations in different parts of the world must be taught through the use of time lines, maps, charts, and graphs and other graphic organizers that convey the correct **chronology** of history. The activities for each unit have been taken and adapted from The National Standards for World History prepared by the National Center for History in the School, 1994.

Each activity includes topics, skills, and products that teach specific objectives.

I. This unit focuses on

-the impact of the geography of the Tigris-Euphrates, Nile, and Indus valleys on the lives of early hunter-gatherer societies and agricultural communities of Africa, The Americas, and Western Eurasia;
-archaeological evidence that reveals how these groups lived, including their tools, shelter, diet, use of fire, and social organization;
-written, legal and religious codes (Hammurabi's code, Ten Commandments) occupations, beliefs, values, and the roles of men and women in Mesopotamia, Sumer, the Fertile Crescent, and Phoenicia.

★ II. This unit focuses on the development of dense population, urbanization, cultural, and technological innovations of Egypt, Nubia, Kush, China, and Mesoamerica (Olmec and Moche civilizations) in the fourth and third millennia B.C. 4000-3000 B.C.

★ Units pertaining to China

THEME AND UNITS: GRADE 5: continued

III. This unit focuses on

-the achievements of The Shang, Zhou, Qin, and Han dynasties of ancient China in the third and second millennia B.C., and on the founding, expansion and political organization of the Persian Empire.

IV. This unit focuses on

-the geography, culture, politics, trade and religion of ancient Greece and Rome;
-comparisons between Athenian democracy and the military aristocracy of Sparta;
-the major achievements of the Golden Age of Greece and the Roman Empire;
-the contributions of the Etruscans and western Greek colonies to the development of Roman culture;
-the success of Macedonia under Philip II and Alexander the Great;
-and how and why Christianity spread in the Roman Empire.

V. This unit focuses on

-the rise and fall of the Byzantine empire;
-the spread of Islam and major achievements of Muslim culture;
-political, social, and cultural foundations of Europe from 500-1000 A.D.;
-feudalism and the growth of monarchies in Europe from 1000-1300 A.D.;
-achievements of China's Golden Age under the Sui, Tang, and Song dynasties;
-effect of the Mongol empire on Eurasia between 1200 and 1350 A.D.;
-and the expansion of the Aztec and Mayan civilizations in the 14th century.

VI. This unit focuses on

-the growth of imperial states in West Africa, including Songhay, Ghana, and Mali;
-the achievements brought about by the exchange of ideas of the Muslim empire;
-the growth of East African city-states;
-impact of trade on the Silk routes;
the role of the Vikings, Rus, and the Hanseatic League on trade;
-and the results of trade across the Indian and Pacific oceans, and the Mediterranean Sea.

Supplemental activities for the study of China

Table of contents:

Anticipation Guide: Pre-unit Quiz

Civics:
- Emperor Qin's Terra Cotta Warriors-(activity)
- "The Eighth Wonder of the World"-(video- Emperor Qin's Terra Cotta Warriors and Horses)
- "The First Emperor of China" -(video- Canadian Film Brd)
- Getting to know you- Learning Chinese- (activity)
- China Today- The Flag of China (non-fiction)

Economics:
- Three legged Chinese Pot- (activity)
- Dragon Attraction- (creative writing)
- Lunar Calendar:
  - Gung Hey Fat Choy (activity)
  - Origins of Chinese Calendar (activity)
  - What's your Sign ?(activity)
  - Zodiac Fables (fiction)
  - Lunar Calendar (lessons)
- Abacus:
  - Sample Lesson Plan (math)

History:
- Web quiz- China (web pre-test)
- Chinese Lifestyles (non-fiction)
- Story of Rice (non-fiction)
- Using Chopsticks (activity)
- The Quick Little Fellows (non-fiction)

History: cont.

Bound Feet:
- Background
- Those Doll-Sized Feet (non-fiction)
- Lotus Shoe vs. You (activity)
- Wild Swans (excerpt)- (non-fiction)

History Timeline (activity)

Geography:

- Boundaries and Barriers (non-fiction)
- Taotie Trouble (activity)
- "Four Dragons" Folk Tale- (fiction)
- Shape of China (non-fiction)
- Discovering China (map activity)
- Animal Riddle Cards (activity)

Language Arts Connection:

- It's All Relative (analogy activity)
- China Writing Project (activity)
- "Lon PoPo" Chinese Red Riding Hood (fiction)
- "City of Dragons" (fiction/ activity)

Bibliography:

*Our World's Story: Harcourt Brace & Company, 1997.

*Culture Kit: China by Linda Scher and Mary Oates Johnson,Scholastic Professional Books, Scholastic Inc.1996.

*Steps into the Chinese Empire: Philip Steele, Anness Publishing,1998.

*China: Then and Now: by Susan Finney and Patricia Kindle, Good Apple, Inc.,1988.

CHINA
ANTICIPATION GUIDE

1. CHINESE civilization has one of the longest continuous histories in the world. T or F

2. CHINA had contact with Sumer and other distant civilizations. T or F

3. CHINESE believed their gods gave rulers an order to rule. T or F

4. CHINESE people had to learn as many as 5,000 pictographs to learn to read and write. T or F

BEST COPY AVAILABLE

Emperor Qin's Terra Cotta Warriors

After reading about how the terra cotta warriors were made and studying photographs of them- create your own terra cotta warrior!

Materials:

Clay-
Photographs of terra cotta army-
Orange sticks for detailing-
Primary color paints or glaze-

After sculpting and firing your warrior- paint the warrior with the colors that would have been available in Emperor Qin's time.

APS 5.1, 5.2, 5.3

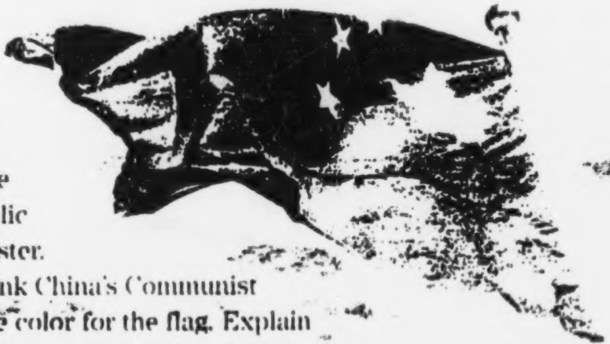
China: Scholastic Culture Kit

CHINA TODAY

SECTION
五
FIVE

All over the world, people participate in many of the same activities. They go to work or school, eat, sleep, and play. Every culture does these things a little differently. Learning about how Chinese today live their daily lives helps to point out similarities and differences between life in China and the United States. Children of Chinese heritage will enjoy sharing details of their customs with the class. If possible invite their parents to visit the classroom and work with the class in making a recipe or playing a game.

CHINA'S FLAG



Poster

Examine with students the flag of the People's Republic of China shown on the poster. Ask students why they think China's Communist leaders might have chosen red as the color for the flag. Explain that as well as red's traditional meaning of happiness and luck, in more recent times it has also come to stand for revolution. In 1949, China underwent a violent revolution in which the Nationalist government was overthrown, and the Communists led by Mao Zedong came to power. The largest star on the flag is a symbol of Communism. The four stars that surround it stand for groups of workers.

APS 5.1, 5.2

Name ______________________________

Action Page

Getting to Know You

Suppose you are in Beijing or Shanghai. Here are some words you might hear and learn.

Ni Hao (Hello)	nee HOW
Ni Hao ma (How are you?)	nee HOW mah
Hao (Good) or Hen Hao (Very good)	how or hun how
Hen Hao, Xiexie (Very good, thank you)	hun how, shee-ah-shee
Bu kequ (Don't mention it)	boo ker-chee
Zai jian (Good bye)	sigh chee-an
Zao, zao an (Good morning)	dsow, dsow ahn
Wan, wan an (Good evening)	whan, whan ahn

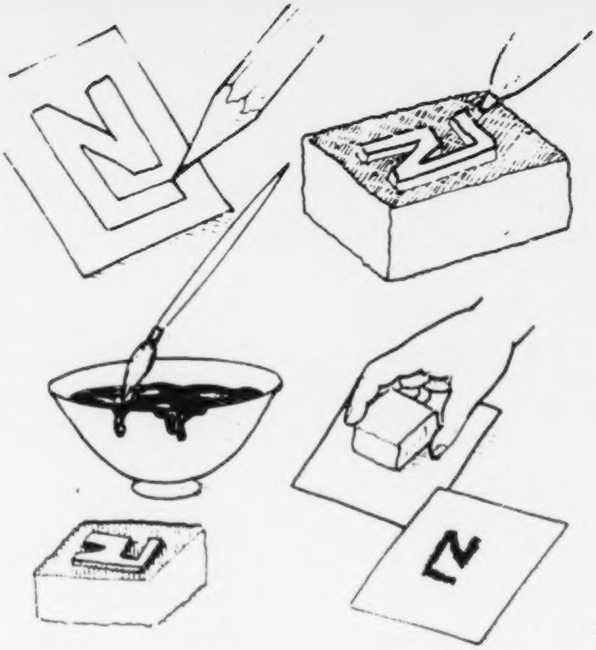
Scholastic Culture Kit

CHINESE NUMBERS

1 (yee)	一	**6 (lyo)**	六
2 (uhr)	二	**7 (chee)**	七
3 (sahn)	三	**8 (bah)**	八
4 (suh)	四	**9 (jo)**	九
5 (woo)	五	**10 (shur)**	十

Sign with a Chop

When a fine painting is completed, artists often add a chop, a signature stamp in a bright red ink. Have students find the chop on the landscape painting on the poster. Once groups have finished their landscape paintings, each member can sign it with his or her chop.



Materials

graph or scrap paper
plastic foam blocks in 2-inch squares
red tempera paint
paintbrushes
paper towels
ballpoint pens or large paper clips

Directions

1. Students can make a chop that is a simple design or is a combination of the initials of their first and last names. Students should draw a picture of their design within a 2-inch square shape on a piece of graph or scrap paper. Very simple designs work and reproduce best.
2. Give each student a Styrofoam block. With a pen or paper clip, have students draw their designs on the top of the block. Remind them that it is the raised area that will print.
3. Have students put some red tempera paint on a brush and paint only the more raised design area of the block with red tempera. Once the chop is painted, check the design by pressing it onto a piece of scrap paper. If the stamp is not clear enough, you may have to assist students in scraping or carving away a larger area around the design so that the raised area is more prominent.
4. Once the design is correct, have students carefully reapply paint and stamp their chop on their landscape painting.

THE CHINESE CONTAINER

The Chinese used a variety of 3-legged containers for cooking and heating throughout the early and later dynasties. This is project is based on a bronze cooking vessel.

3 legged Chinese Pot

The Chinese made 3 legged pots of clay and bronze for cooking over small fires. Make your own 3 legged Chinese pot out of paper mache'.

MATERIALS:

Tracing paper
Small balloon (7 inch size)
Brown paper grocery bag
Cup or holder for balloon
1 small bowl
Glue - (Tacky Glue recommended)
Water
Bowl
Wrapping paper tissue (any color)
Scissors
Black dimensional paint (optional)
Paintbrush
Sponge
Acrylic paint - bronze, jade, black
3 toilet paper cardboard tubes

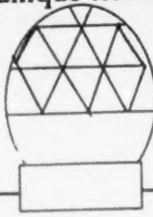
DIRECTIONS:

1. Blow up a small balloon and place on a cup or other holder.

2. Cut a brown paper grocery bag into 1 inch (approximate size) triangular pieces and place in a bowl of water to soak.

3. Paint a thin layer of glue over the top part of the balloon and begin layering the triangular grocery bag pieces. Continue applying glue and paper bag pieces until 1/2 of the balloon is covered.

4. When 1/2 of the balloon is completely covered, apply a thin coat of glue over the surface of the brown paper bag triangles, and begin to apply the wrapping paper tissue. Use the paintbrush to help in this process. Allow the paper to dry. (Do not worry if the tissue is wrinkled. This will add a unique texture to the surface.)



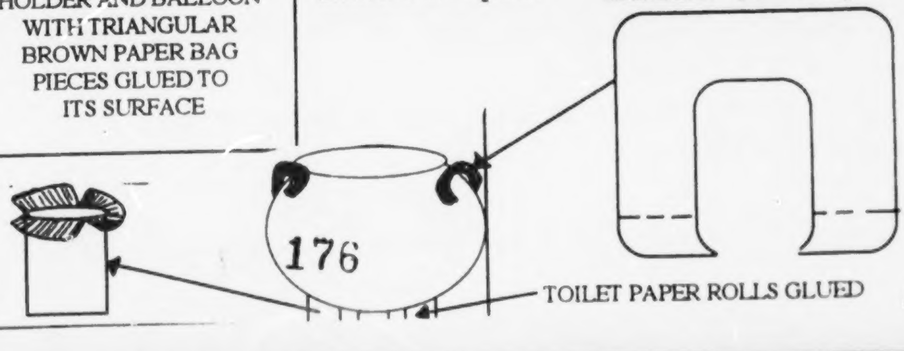
HOLDER AND BALLOON WITH TRIANGULAR BROWN PAPER BAG PIECES GLUED TO ITS SURFACE

5. Remove the balloon from the inside of the container. Cut out two handles as shown below and attach to opposite sides of the container.

6. Cut each of the toilet paper tubes approximately 3/4 inches from the top edge. Fold down the cut portions to form tabs. Attach these tabs to the bottom of the container as shown.

7. After the container has dried, completely cover the exterior and interior surfaces with black paint. Allow the black paint to dry. Dip a sponge in bronze and jade acrylic paints and gently sponge over the dried black paint to highlight some of the tissue paper wrinkles. Select one or more of the "border bands" and paint them over the dried bronze paint using the black dimensional paint.

HANDLES - (Make 2 copies)



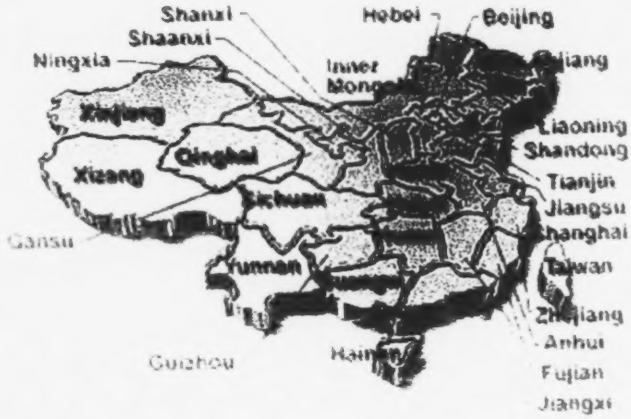
Attraction

China is situated in eastern Asia on the west coast of the Pacific Ocean. It has a total area of 9.6 million square kilometers stretching 5,000 kilometers from east to west and 5,500 kilometers from from south to north. China's land boundary is 22,800 kilometers long including a coastline of 18,000 kilometers[1]

Directions

1. Select a destination
2. Read all of listing
3. Create a travel advertisemen to encourage tourism!

Please select your destination


Shanxi
Shaanxi
Ningxia
Hebei
Beijing
Inner Mongolia
Heilongjiang
Xinjiang
Qinghai
Xizang
Sichuan
Gansu
Yunnan
Guizhou
Hainan
Liaoning
Shandong
Tianjin
Jiangsu
Shanghai
Taiwan
Zhejiang
Anhui
Fujian
Jiangxi

- [illegible]
- [illegible]
- [illegible]
- Anhui
- Fujian
- Gansu
- Guangdong
- Guangxi
- Guizhou
- Hainan
- Hebei
- Heilongjiang
- Henan
- Hubei
- Hunan
- Inner Mongolia
- Jiangsu
- Jiangxi
- Jilin
- Liaoning
- Ningxia
- Qinghai
-
- Shandong
- Shanxi
- Sichuan
- Xinjiang
- Tibet
- Yunnan
- Zhejiang

About China Hotel Quiz Food Survival Facts
About DragonTour Shopping Bookmarks
HOME Attractions Transportation Comment
Tours Guests Book

BEST COPY AVAILABLE

Copyright © 1997 Welleslian International Information Inc.. All rights reserved

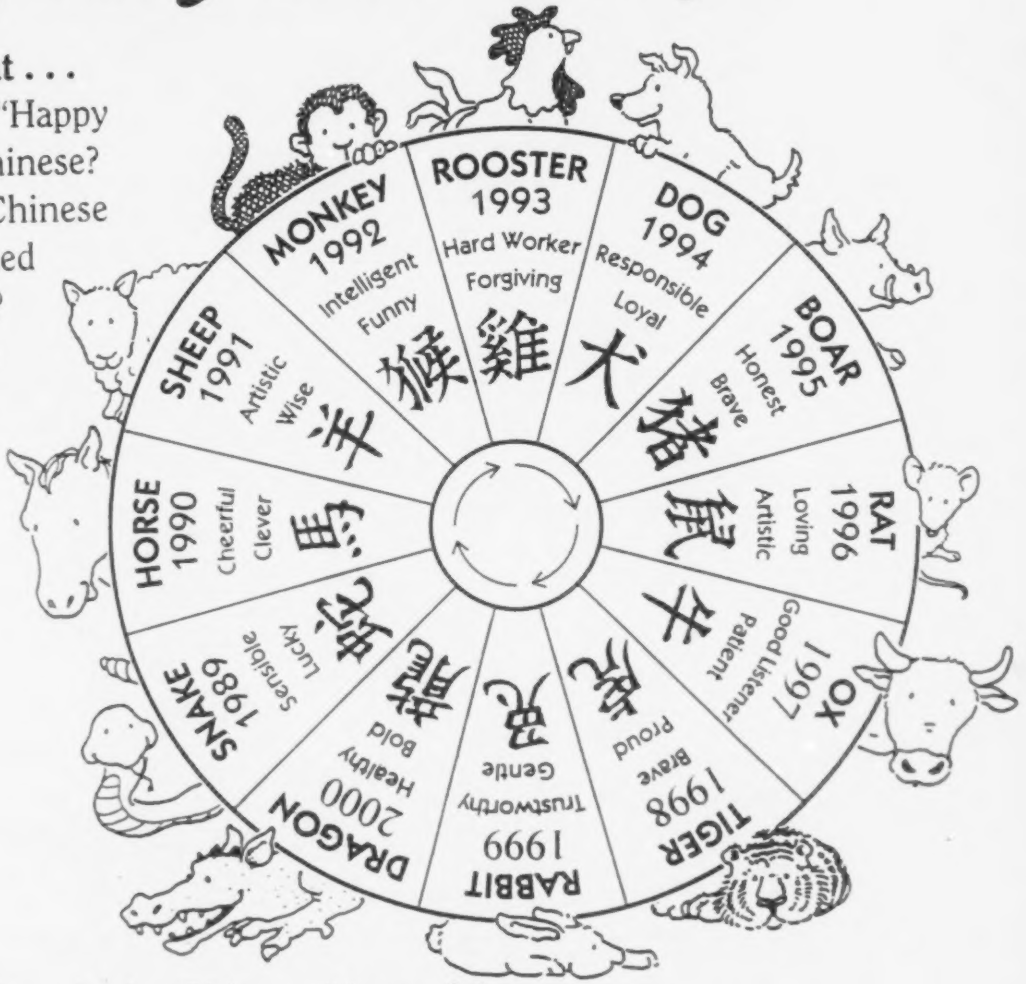
APs 5.8

Name ____

Gung Hey Fat Choy!

Did you know that . . .

- the title means "Happy New Year" in Chinese?
- each year on a Chinese calendar is named after an animal?
- the animals are repeated every 12 years?


ROOSTER
1993
Hard Worker
Forgiving
雞
DOG
1994
Responsible
Loyal
犬
BOAR
1995
Honest
Brave
豬
RAT
1996
Loving
Artistic
鼠
OX
1997
Good Listener
Patient
牛
TIGER
1998
Brave
Proud
虎
RABBIT
1999
Trustworthy
Gentle
兔
DRAGON
2000
Healthy
Bold
龍
SNAKE
1989
Sensible
Lucky
蛇
HORSE
1990
Cheerful
Clever
馬
SHEEP
1991
Artistic
Wise
羊
MONKEY
1992
Intelligent
Funny
猴

1. This year, 20__, is the Chinese Year of the _________.

2. I was born in 19__, the Chinese Year of the_________.

3. The last time it was my animal's year was 12 years ago, in 19__.

4. My Chinese animal year will come again 12 years from now, in 20__.

more! Find out when your parents were born.
How can you find their Chinese years?

Scholastic Theme Unit 1993 ADAPTED 1999

ORIGINS OF THE CHINESE CALENDAR ANIMALS

To celebrate the New Year, Buddha called all the animals of the earth to come to join him. When the day arrived, only twelve animals appeared. As a reward, Buddha offered each animal a year which would bear its name forever. The years were given to the animals in the order that they presented themselves to Buddha, the rat being the first.

Buddha also decreed that the characteristics of each animal would be reflected in its year. When the cycle of the twelve years and their animals in completed, it begins again. For example, 1974, 1986, and 1998 are the year of the tiger. 1976, 1988, and 2000 are the year of the dragon.

The Chinese calendar is thousands of years older than the one we follow in the Western world, the Gregorian calendar. The differences can be seen on the following page.

1. Are the characteristics of your personality the same as your year's animal? List 2 of your personality characteristics and then list the two from your animal.

____

____

2. If you could change your birth year and animal, what would you change to and why?

____

____

What's Your Sign?

The Chinese calendar is made of twelve cycles, each lasting one year. According to legend, Buddha called for all the animals to come to him and only twelve came. These animals were given the honor of presiding over a year in the Chinese calendar. The cycles begin with the rat, who was the first animal to heed to Buddha's command, and move counterclockwise on the circular Chinese calendar. Births and all other events of a year are said to be influenced by the characteristics of the animal.

Find the year you were born and read about the traits associated with that year below. Find what year your family and friends were born and what their traits are according to the Chinese zodiac. If a birth year is not listed on the chart or on this sheet, add or subtract multiples of 12 to the year and find a year referred to on this sheet.

Rat: Rats are thought to be suspicious, aggressive, and power-hungry. They also possess a strong sense of fair play and are extremely honest. Rats are also sentimental, generous, and sociable. William Shakespeare, George Washington, and George Bush are famous Rats. People born in 1972, 1984, and 1996 are Rats.

Ox: People born under the sign of the Ox are predisposed to become world leaders. They are powerful, stubborn, reliable, and perform well when they can display their leadership abilities. Geronimo, Hitler, and Napoleon were born Oxen. People born in 1973, 1985, and 1997 are Oxen.

Tiger: Those born under the sign of the Tiger are unpredictable. Brandished with charm, the tiger is more carefree than other animals. They expose themselves to more danger as a result. Marilyn Monroe, Emily Dickenson, and Beatrix Potter were famous Tigers. People born in 1974, 1986, and 1998 are Tigers.

Rabbit: Those born under the Rabbit are not risk-takers but are concerned with stability. They avoid emotional entanglement and conflict and seek security. Albert Einstein, Marie Curie, and Andy Warhol were famous Rabbits. People born in 1975, 1987, and 1999 are Rabbits.

Dragon: The Dragon is the flashiest of the signs as well as the most successful and popular. Dragons are often known to be bossy, loud, and garish. Dragons make wonderful actors and actresses. Napoleon III, Theodore Seuss Geisel (Dr. Seuss), and Susan B. Anthony were Dragons. People born in 1976, 1988, and 2000 are Dragons.

Snake: People born under the Snake are abstract thinkers and great idealists. Females born under the Snake sign tend to be uncommonly beautiful. Famous Snakes include Martin Luther King, Jacqueline Kennedy Onassis, Abraham Lincoln, and John Kennedy. People born in 1977, 1989, and 2001 are Snakes.

Horse: The hard-working Horse is difficult to get along with because he believes himself to be superior to others. Horses argue and refuse to be defeated. Famous Horses are A. A. Milne, Rembrandt, and Davy Crockett. People born in 1978, 1990, and 2002 are Horses.

Ram: Those who are warmhearted, disorganized, and vulnerable are likely Rams. Rams always find a solution and often participate in the arts because of their creativity and elegance. Michelangelo, Mussolini, and Sir Arthur Conan Doyle were born Rams. People born in 1979, 1991, and 2003 are Rams.

Monkey: Monkeys are known to be tricksters and are extremely amusing. They make close friends and are extremely intelligent. Famous Monkeys are Elizabeth Taylor, Mick Jagger, and F. Scott Fitzgerald. People born in 1980, 1992, and 2004 are Monkeys.

Rooster: Those born under the Rooster are detail-oriented adventurers. They may be brashly outspoken but make excellent and popular friends. Famous Roosters are Groucho Marx, Mark Twain, and Katharine Hepburn. People born in 1981, 1993, and 2005 are Roosters.

Dog: Those born under the sign of Dog are good listeners, honest, and cynical. They are loyal and dependable but may appear more boring than other more outspoken people. Some great Dogs of history include Bill Clinton, Amelia Earhart, and Voltaire. People born in 1982, 1994, and 2006 are Dogs.

Boar: Those born under the Boar are the most honest and reliable of all the signs. Once Boars make up their minds they do everything possible to reach their goals. They are good friends with an insatiable quest for knowledge. Well-known Boars include Ronald Reagan, Elvis Presley, and Ernest Hemingway. People born in 1983, 1995, and 2007 are Boars.

© Carson-Dellosa Publ. CD-1716

Arlington Public Schools

Volume 22 #18

The Years of the Zodiac: Fables of the Cycle of 12 Animals

Long ago the Chinese picked twelve animals and assigned them each to a year, forming a cycle of 12 years. Every twelve years marks the beginning of a new cycle. The cycle goes as follows: rat, ox, tiger, hare, dragon, serpent, horse ram, monkey, rooster, dog and boar. Special meanings have been given to each of the animals. It is said that one's character is influenced by the year in which one was born. Tradition has it that certain animal years are better than others. These animal signs were important enough that they once influenced important decisions such as marriages of people born under certain signs. Most people today look upon these Zodiac symbols as a charming reminder of the past.

Here are three old tales which have been told to Chinese children for generations about the origin of the cycle of the 12 animals.

Story I

Twelve animals quarreled one day as to who was to head the cycle of years. The gods were asked to decide and they came up with an idea -- a contest. The animals held a race to see which one could cross a certain river faster than the others. The fastest animal would be first and the rest of the animals would be grouped accordingly.

All assembled at the river and the ox plunged in. The rat jumped upon his broad back. The ox swam quickly and appeared destined to win the race. Just before the ox stepped on shore, the rat jumped off his back onto the river bank, winning through cunning, not speed. Thus the cycle starts off with the rat, followed by the ox, tiger, hare, dragon, serpent, horse, ram or goat, monkey, rooster, dog and boar.

Story II

Once upon a time, a Chinese king invited all the animals in his kingdom to share in the New Year's Celebration. As it turned out, only twelve of the animals came. First to arrive was the rat. Next came the ox. One by one they came. The twelfth and last to show up was the boar. Then the king named a year for each of the animals that came.

Story III

The emperor of China was unhappy because he could not decide which animal should be the first in the cycle of the animals. The rat was clever and wise and the ox was large and strong.

He and his demi-god, Shun-yu, devised a plan to ask the other animals who should reign as the beast of the first year. Shun-yu proceeded to ask each animal his/her preference. Each, of course, had their own reason for choosing the rat or the ox. The results were equally divided.

It was then decided by the emperor and Shun-yu to ask the people. The rat and the ox would show themselves around the city. The ox was very confident that people would choose him because of his size. But the rat was concerned that he would not be seen. He devised a plan to have Shun-yu make him twice his normal size. The ox did not object. He would still be many times larger than the rat.

That is how the rat became the first in the zodiac. He proved that wisdom is more important than size and strength.

The cycle of the twelve years

Rat	1948	1960	1972	1984	1996
Ox	1949	1961	1973	1985	1997
Tiger	1950	1962	1974	1986	1998
Hare	1951	1963	1975	1987	1999
Dragon	1952	1964	1976	1988	2000
Serpent	1953	1965	1977	1989	2001
Horse	1954	1966	1978	1990	2002
Ram	1955	1967	1979	1991	2003
Monkey	1956	1968	1980	1992	2004
Rooster	1957	1969	1981	1993	2005
Dog	1958	1970	1982	1994	2006
Boar	1959	1971	1983	1995	2007

CHINESE TRADITIONAL YEARS for the period 1902–2021

THE YEAR OF THE TIGER

Chinese Year	Gregorian Year		
4600	1902	4660	1962
4612	1914	4672	1974
4624	1926	4684	1986
4636	1938	4696	1998
4648	1950	4708	2010

THE YEAR OF THE HARE

4601	1903	4661	1963
4613	1915	4673	1975
4625	1927	4685	1987
1637	1939	4697	1999
4649	1951	4709	2011

THE YEAR OF THE DRAGON

4602	1904	4662	1964
4614	1916	4674	1976
4626	1928	4686	1988
4638	1940	4698	2000
4650	1952	4710	2012

THE YEAR OF THE SNAKE

4603	1905	4663	1965
4615	1917	4675	1977
4627	1929	4687	1989
4639	1941	4699	2001
4651	1953	4711	2013

THE YEAR OF THE HORSE

4604	1906	4664	1966
4616	1918	4676	1978
4628	1930	4688	1990
4640	1942	4700	2002
4652	1954	4712	2014

THE YEAR OF THE SHEEP

4605	1907	4665	1967
4617	1919	4677	1979
4629	1931	4689	1991
4641	1943	4701	2003
4653	1955	4713	2015

THE YEAR OF THE MONKEY

4606	1908	4666	1968
4618	1920	4678	1980
4630	1932	4690	1992
4642	1944	4702	2004
4654	1956	4714	2016

THE YEAR OF THE ROOSTER

4607	1909	4667	1969
4619	1921	4679	1981
4631	1933	4691	1993
4643	1945	4703	2005
4655	1957	4715	2017

THE YEAR OF THE DOG

4608	1910	4668	1970
4620	1922	4680	1982
4632	1934	4692	1994
4644	1946	4704	2006
4656	1958	4716	2018

THE YEAR OF THE PIG

4609	1911	4669	1971
4621	1923	4681	1983
4633	1935	4693	1995
4645	1947	4705	2007
4657	1959	4717	2019

THE YEAR OF THE RAT

4610	1912	4670	1972
4622	1924	4682	1984
4634	1936	4694	1996
4646	1948	4706	2008
4658	1960	4718	2020

THE YEAR OF THE OX

4611	1913	4671	1973
4623	1925	4683	1985
4635	1937	4695	1997
4647	1949	4707	2009
4659	1961	4719	2021

~~Blue~~ Left hand numerals indicate Chinese years. ~~Black~~ Right hand numerals indicate Western years.

APs 5.7

GOLDEN LEGACY CURRICULUM

SAMPLE LESSON PLAN: Lunar Calendar

Source: Chinese Historical and Cultural Project

- Lunar Animal Characteristics
- Vocabulary
- Materials
- Procedures

Objectives

- Students will learn about the Chinese Lunar Calendar and the characteristics associated with each of the twelve cycles.
- Students will learn that the use of horoscopes to predict a person's future is common to many cultures.
- Students will learn about proverbs and words of wisdom, and will participate in the traditional Chinese method of fortune-telling.
- Students will test their acquired knowledge of the Golden Legacy. [This may be adapted for use with a single lesson plan.]

Background Information for This Lesson

The Chinese Lunar Calendar is a yearly calendar like the western calendar, except that the start of the lunar year is based on the cycles of the moon. Thus the beginning of the year can fall anywhere between late January and the middle of February. Western cultures date the years from the birth of Jesus Christ (For example, 1994 means 1,994 years after the birth of Christ), and thus approach the progression of years from a linear point of view. In traditional China, dating methods were cyclical, meaning that the years repeat according to a pattern. The repetition is in increments of twelve years.

The Chinese Lunar Calendar goes further and names one of twelve animals as a symbol for each year. A Chinese legend explains that all the animals of the world were invited to come and visit Buddha. Only twelve came. In order to reward these animals for their loyalty, Buddha named a year after each one in the order they appeared before him.

A second legend gives another version of the determination of the order of the animals. The twelve animals quarreled one day as to who was to head the cycle of years. The gods were asked to decide and they held a contest: whoever reached the opposite bank of the river first would be head of the first cycle, and the rest of the animals would receive their years according to their finish.

All twelve animals gathered at the river bank and jumped in. Unknown to the ox, the rat had jumped upon his back. As the ox was about to jump ashore, the rat jumped off the ox's back and won the race. The pig, who was very lazy, ended up last. That is why the rat is the first year of the animal cycle, the ox is the second, and the pig last. If one knows the animal of a person's birth year, the person's age can be known through calculation as the animals repeat every twelve years.

The Chinese culture, like many western cultures, predicts certain characteristics of a person's personality based upon his or her birth date. However, while many western cultures base this expected fortune on the location of the stars and planets on the day of a person's birth, the ancient Chinese horoscope predicts a certain set of characteristics based upon the year in which a person was born. In China, this very personal method is not just a fortune-telling game for self-amusement; rather it is a historically-practiced religious art in the temples in which proverbs also become a part of a fortune.

Lunar Animal Characteristics

RAT

You are imaginative, charming and very generous to those you love, though you do have the tendency to be quick-tempered and overly critical. You will be happy as a writer, critic or publicist.

OX

You are a born leader, and you inspire confidence in those around you. Be careful about being too demanding. You are also methodical and good with your hands. You will make a good surgeon, general or hairdresser.

TIGER

You are sensitive, emotional and capable of great love, but you tend to be stubborn about what you think is right. You will make an excellent boss, explorer or race care driver.

RABBIT

You are affectionate, cooperative and always pleasant, and people like to be around you. You can, however, get too sentimental and seem superficial. You will make a successful business person, lawyer, diplomat or actor.

DRAGON

You are full of life and enthusiasm and a very popular individual with a reputation for being "fun-loving." You will make a good artist, priest or politician.

SNAKE

You are wise and charming. You are also romantic and a deep thinker, but you tend to procrastinate and be a bit stingy about money. You will make a good teacher, writer or psychiatrist.

HORSE

You are an amazingly hard working and very independent. Although you are intelligent and friendly, you can sometimes be a bit selfish. You will find success as an adventurer, scientist or poet.

SHEEP

You are charming, elegant and artistic, and you like material comforts, but you also have a tendency to complain about things and worry a bit too much. You will make a good actor, gardener or beachcomber.

MONKEY

You are very intelligent, clever and well-liked by everyone. You will have success in any field you try.

ROOSTER

You are a hard-worker and definite in your decisions. You are not afraid to speak your mind and are, therefore, sometimes boastful. You will make a good restaurant owner, publicist or world traveler.

DOG

You are honest and faithful to those you love, but you tend to worry too much and find fault with others. You will make an excellent business person, teacher or secret agent.

PIG

You are a good friend because you are sincere, tolerant and honest, but by expecting the same from others, you may be terribly disappointed. You will thrive in the arts as an entertainer, or you may make a great lawyer.

Vocabulary

horoscope

A diagram of the positions of planets and signs of the zodiac at a specific time (as at the time of one's birth). Used by some people to determine personality characteristics and to foretell events.

proverbs

A short saying in frequent and widespread use, expressing a well-known truth or fact.

zodiac

An imaginary belt in the heavens, usually 18 degrees wide, that includes the paths of the planets except Pluto; is divided into 12 constellations or signs.

Materials Needed to Complete the Lesson

ACTIVITY 1

- Chinese Lunar Calendar
- Chinese Lunar Calendar Activity Sheet, Sheet #1 (below)
- Newspaper containing daily horoscopes
- Chinese Lunar Calendar Activity Sheet, Sheet #2 (below)

ACTIVITY 2

- Popsicle sticks
- small cylindrical container (e.g. toilet tissue tube with one end closed)
- 1" x 4" paper strips
- Pencil
- Index cards, plain and colored
- Background information from lessons in the Curriculum Kit reviewed in class. [Can adapt for use with other topics.]

Procedures

ACTIVITY 1 - HOROSCOPE

1. Teacher and students review the history, legends and meaning of the Chinese Lunar Calendar.
2. Give students their own Chinese Lunar Calendars (below).
3. Ask the students to locate their year of birth and the animals and characteristics associated with it on their own Lunar Calendars.
4. Discuss with the students how seriously they feel the horoscope should be taken.
5. Instruct the students to talk with family members about the horoscope and sèlect two people to write about, in addition to themselves, on Work Sheet #1 (below).
6. Discuss the horoscope concept believed and followed by many in the United States. Bring in several newspapers and find the horoscopes in them. Have several students read their daily horoscopes based upon their birth date. Compare these to their Chines e horoscope and its attributes.
7. Instruct the students to calculate the animal sign in the year they will graduate from high school, graduate from college, get married or mark any other important year in their lives. Allow the students to select the years in order to have a variety w ithin the class. (Work Sheet #2 - below)

ACTIVITY 2 - TEAM CONTEST

1. Select a statement from the Background Information from the lessons previously reviewed in class. [Other topics may be used.] Change it to read: Who...? What...? Why...? When...? or How...?
2. Write each of these questions on an index card.
3. Number each card.
4. Number each popsicle stick to match a number on the index cards.
5. Place the popsicle sticks in the Fortune Stick container.
6. Students take turns shaking the containers until one stick edges out.
7. Student reads the number of the stick; his/her partner asks the question from the index card with the matching number.
8. A correct answer equals one point; an incorrect answer equals no additional points.
9. The student with the most points gets to create a "trick stick" using a question that may be more difficult to answer. These sticks are made from index cards of a different color and are added to a new Fortune Stick container and marked with a distinc tive colored band to indicate the level of difficulty.

ACTIVITY 3 - FORTUNE TELLING

1. Students brainstorm proverbs or words of wisdom, i.e.
    - If at first you don't succeed, try, try again.
    - A penny saved is a penny earned.
    - The early bird catches the worm.
    - Patience is a virtue.
2. Write proverbs on the board to serve as examples.
3. Students will write their won words of wisdom or a proverb on index cards.
4. Assign a number to each card.
5. Number the popsicle sticks to match the numbered cards.
6. Place the popsicle sticks in the container.
7. Students take turns shaking the containers until one stick edges out.
8. A correct answer equals one point; an incorrect answer equals no additional points.
9. Student reads the number of the stick; his/her partner reads the proverb or words of wisdom from the index card with the matching number.

Click here for Worksheet #1

Bibliography

Huang, Joe. *A Different New Year*. San Francisco: Chinese Culture Foundation, No Date.

Kalman, Bobbie.. *China, The Culture*. New York: Crabtree Publishing Company, 1989.

Yuan, Julian. *Our Global Village China*. St. Louis: Milliken Publishing Company, 1992.

WORK SHEET #1

CHINESE LUNAR CALENDAR ACTIVITY

STUDENT NAME ________________________ DATE ____________

YEAR OF BIRTH ________ LUNAR CALENDAR ANIMAL ______________

CHARACTERISTICS ______________________________________

____

____

____

DO YOU THINK THIS IS CORRECT? WHY OR WHY NOT?

____

____

____

FAMILY MEMBER NAME ___________________________________

YEAR OF BIRTH ________ LUNAR CALENDAR ANIMAL ______________

CHARACTERISTICS ______________________________________

____

____

____

DO YOU THINK THIS IS CORRECT? WHY OR WHY NOT?

____

____

____

FAMILY MEMBER NAME ___________________________________

YEAR OF BIRTH ________ LUNAR CALENDAR ANIMAL ______________

CHARACTERISTICS ______________________________________

____

____

____

DO YOU THINK THIS IS CORRECT? WHY OR WHY NOT?

____

____

____

WORK SHEET #1

CHINESE LUNAR CALENDAR ACTIVITY

STUDENT NAME ___________________________ DATE ________

YEAR OF BIRTH ______ LUNAR CALENDAR ANIMAL ______________

YEAR IN WHICH YOU WILL GRADUATE FROM HIGH SCHOOL __________

AGE ______ LUNAR CALENDAR ANIMAL _____________________

YEAR IN WHICH YOU MIGHT ______________________________

AGE ______ LUNAR CALENDAR ANIMAL _____________________

YEAR IN WHICH YOU MIGHT ______________________________

AGE ______ LUNAR CALENDAR ANIMAL _____________________

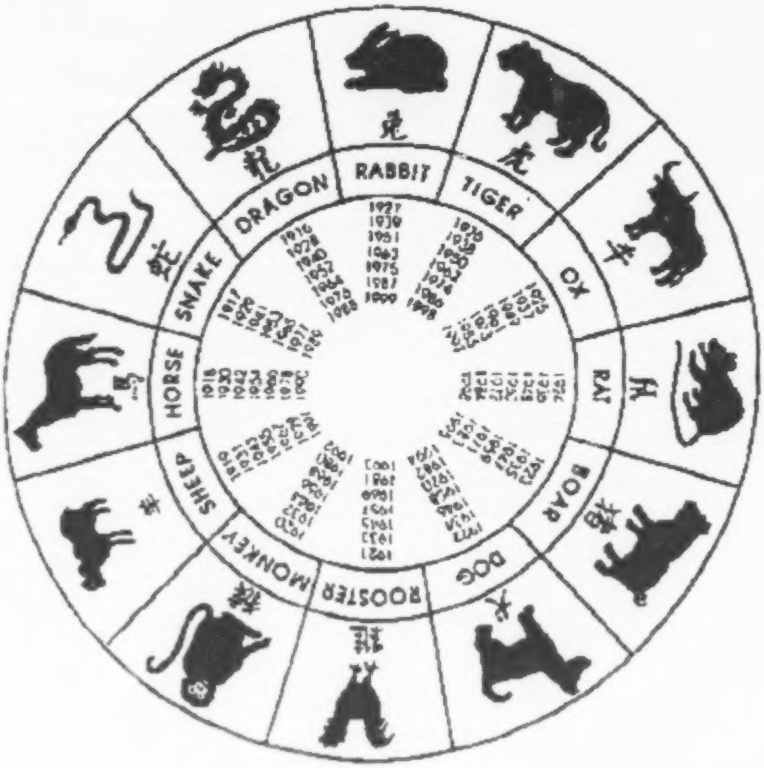
YEAR IN WHICH YOU MIGHT ______________________________

AGE ______ LUNAR CALENDAR ANIMAL _____________________

YEAR IN WHICH YOU MIGHT ______________________________

AGE ______ LUNAR CALENDAR ANIMAL _____________________

Student Name:______________________________


RABBIT
兔
1927
1939
1951
1963
1975
1987
1999
TIGER
虎
OX
牛
RAT
BOAR
DOG
ROOSTER
MONKEY
SHEEP
HORSE
SNAKE
DRAGON

Chinese Lunar Calendar

BEST COPY AVAILABLE

Math connectio

Golden Legacy Curriculum

SAMPLE LESSON PLAN: Abacus

Source: Chinese Historical and Cultural Project

- Vocabulary
- Materials
- Procedures

Objectives

- Students will understand the main concept of the abacus, a counting tool for arithmetic.
- Students will make an abacus and be able to demonstrate simple numbers, addition and subtraction.

Background Information for This Lesson

People have counted, added and subtracted with an abacus since ancient times. The name comes from the Greek word, *abax*, meaning "board" or "calculating table." While there is no actual record of who invented the abacus, it is depicted in a sketch book written during the Yuan Dynasty (14th Century) and there at least more than 600 years old.

Webster's dictionary defines abacus as a "frame with beads or balls sliding back and forth on wires on in slots, for doing or teaching arithmetic." Arithmetic includes addition, subtraction, multiplication and division. The abacus can also be used to work with fractions and with finding square and cube roots.

The advantages of its use over pencil or pen arithmetic is *time*. It is faster than writing down the problem and solving it. When working with the abacus one just needs to be accurate. You leave the memory work to the abacus frame.

The one disadvantage is that inexperienced users make mistakes. But that can happen in pencil arithmetic too.

In addition to learning reading and writing in regular school, Heinlenville Chinese attended Chinese school where they learned arithmetic by working with the abacus.

The Chinese abacus has a center bar with rows of two beads above and rows of five beads below. All numbers are calculated from the center bar (which divides the two and five beads), and from right to left; and the answer is read left to right as traditionally taught in American schools. The beads are used to help keep track of the numbers beings used.

Each vertical row of beads represents a different multiple of 10 (1000,100, 10, and 1) The white beads in every row below the center bar each stand for five of the unit. The beads must be pushed against the center bar to be counted.

To make numbers, bring the beads from the ends of the rows to the center line. To add numbers, push the

APS 5.6, 5.7

number of beads needed to the center line. To subtract numbers, push the number of beads away from the center line.

Here are some examples of numbers done on the abacus

Vocabulary

abacus
: Frame with beads sliding back and forth on wires or in slots, for doing or teaching arithmetic of the decimal system.

arithmetic
: addition, subtraction, multiplication or division

Materials Needed to Complete the Lesson

- Actual abacus
- Tag board
- Pattern for abacus
- Kite string or yarn
- Small red and white beads (or salad macaroni and red food coloring. One bags makes enough for two classes of 30 students each.)
- Rubbing alcohol
- Hole punch
- Staplers
- Worksheets
  1. Abacus Pattern
  2. Practice Sheets 1, 2, 3

Procedures

1. Give background information and show an actual abacus.
2. Make a sample abacus for students to view:
   - Copy the abacus pattern onto oaktag or light cardboard.
   - Pinch together and fold, matching arrows as indicated.
   - Staple as indicated to secure fold.
   - Punch holes as indicated.
   - Cut pieces of string for each student. You may need to start each board with the string tied to the first hole.
   - Run string through bottom hole, thread with five white beads (or macaroni); run string through center hole and thread with two colored beads; run string through top hole.
     - IF USING MACARONI, put a small amount of rubbing alcohol in a dish and add food coloring. The more concentrated the coloring, the deeper the macaroni color.
     - Add macaroni and let sit a few minutes to absorb the color.
     - Remove the macaroni from the alcohol and spread out on paper towels to dry.
   - Continue until you have four complete rows.
   - Staple end of string firmly to hold in place.
3. Let students make an abacus. This will take from 5 to 15 minutes, depending on whether students

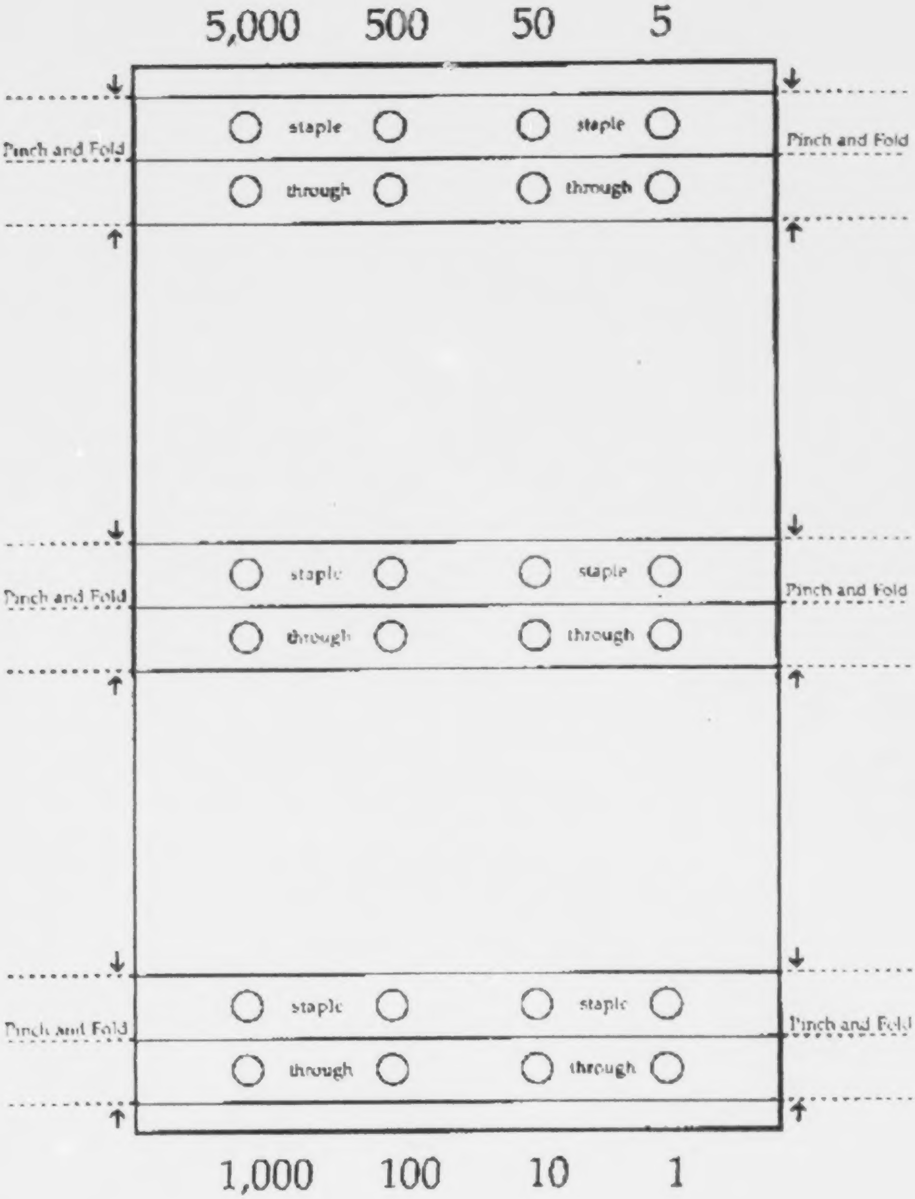
assemble from scratch.

4. Once assembled, the student can practice with the abacus to make numbers.
5. Students can complete the Worksheets #1, #2, #3, and the teachers can review answers with class-wide participation.
6. Students can practice adding and subtracting numbers, as did the children of Heinlenville Chinatown in their Chinese school.

Bibliography

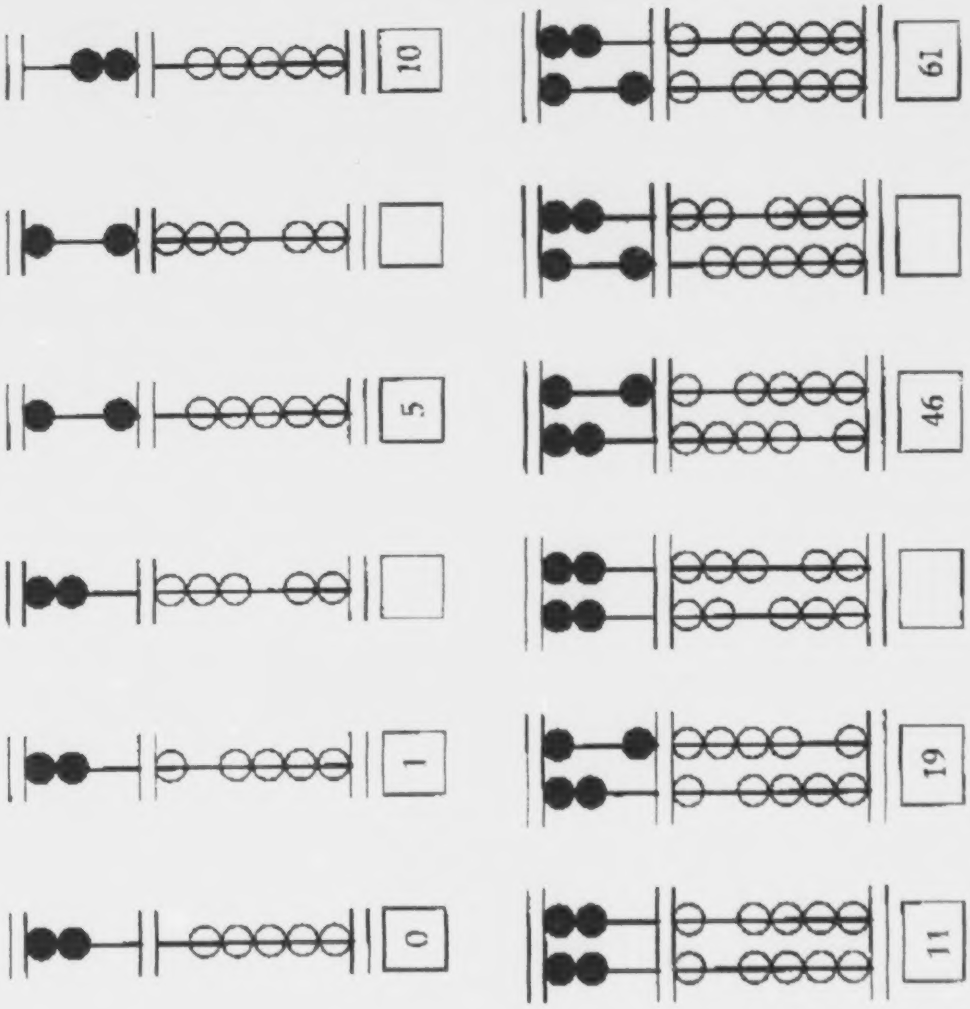
Schubert, Barbara and Marlene Bird. *CHINESE, A Book of Culturally Basic Activities for K-6 Children.* San Jose, CA: Reflections and Images, 1976.

BEST COPY AVAILABLE


5,000
500
50
5
Pinch and Fold
staple
through
Pinch and Fold
staple
through
Pinch and Fold
staple
through
1,000
100
10
1

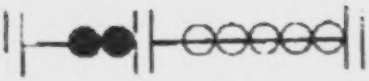
BEST COPY AVAILABLE

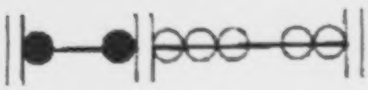
Worksheet 1

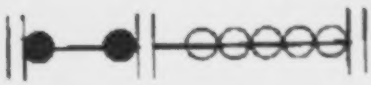

10
61
5
46
1
19
0
11

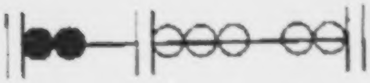
Answers to Worksheet 1

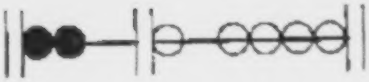
Answers to Worksheet one

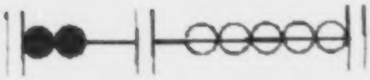

10

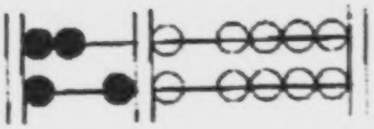

8

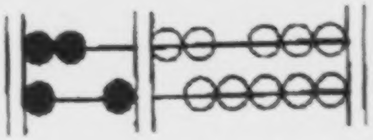

5

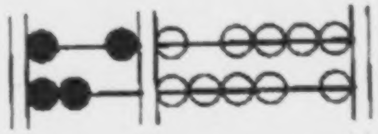

3

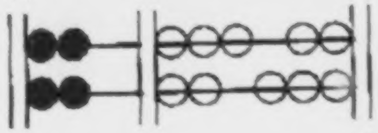

1

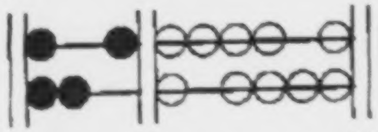

0

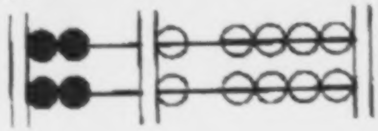

61


52

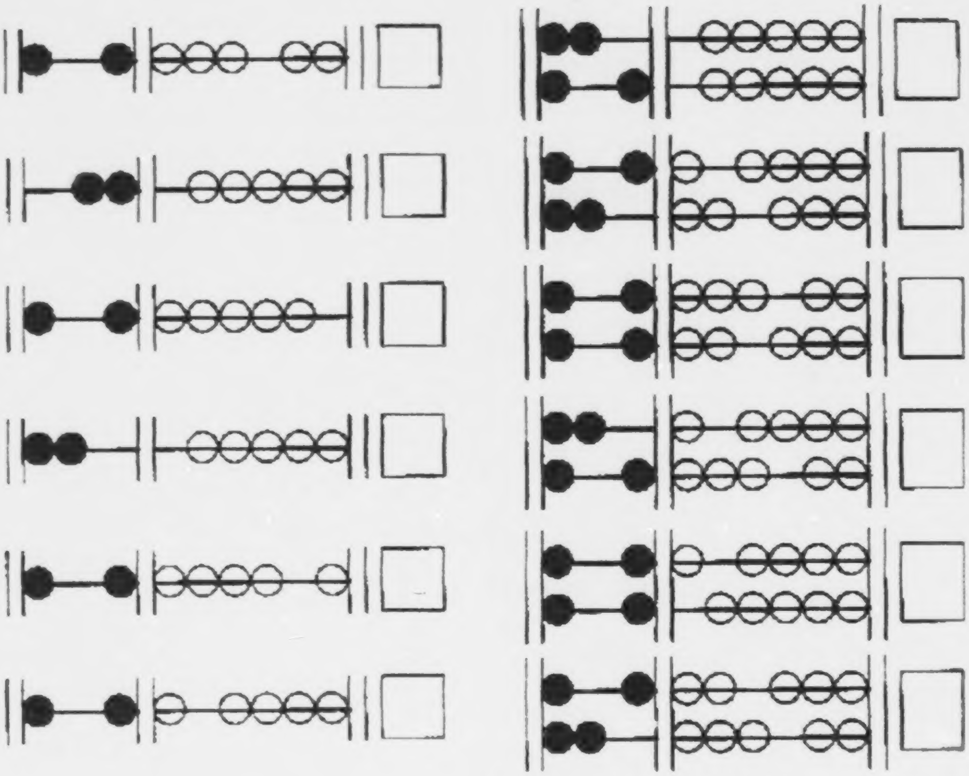

46


23


19

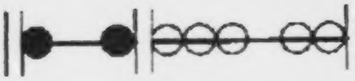

11

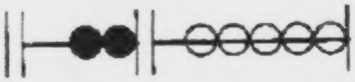
Worksheet two

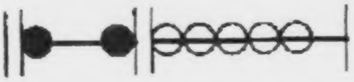


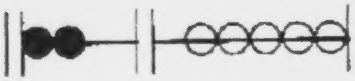
Answers to Worksheet 2

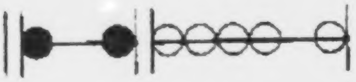
Answers to Worksheet two

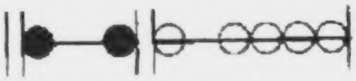

8

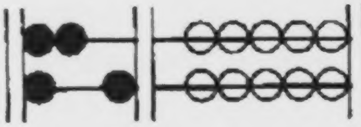

10

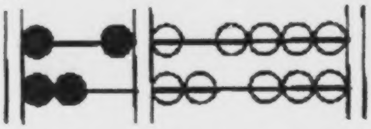

10

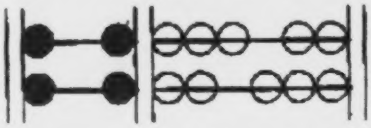

0

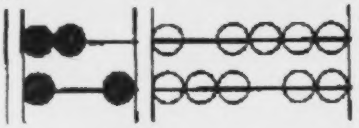

9

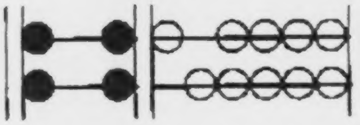

6

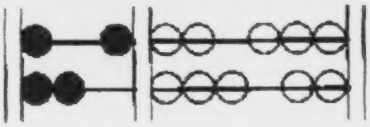

50


26


78


81


56


37

Worksheet three

1 1 +2	1 2 +5	3 1 +5	2 2 +4	3 5 +1	1 3 +5
1 5 2 +1	2 1 1 +5	1 2 5 +1	5 1 1 +2	2 5 1 +1	5 2 1 +1
2 +1 -2	4 +5 -3	3 +5 -2	4 -2 +5	5 +1 -1 -3	5 -1 +3 +4

CHINESE INVENTIONS

China is the world's oldest living civilization. Among the inventions it has given the world are paper, the wheelbarrow, the clock, gunpowder, and the compass. Explain that a compass is a special tool that can tell you which direction is north. Ask students why people would want to know where north is. You may want to demonstrate how a compass works by doing the following activity with them.

Making a Compass

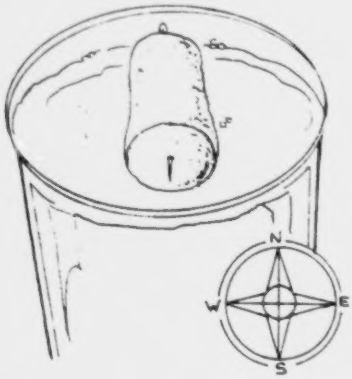
(You may want to try this activity on your own before demonstrating it to be sure nothing in your school building interferes with Earth's magnetic field.)

Materials

sewing needle
magnet
a piece of cork (or plastic foam)
clear plastic cup of water
brightly colored marker

Directions

Carefully stick the needle through the cork. Then float it in the cup of water. Turn the ne dle in different directions and then let it settle. Ask students to describe what happens. (It won't point in any one direction.) Now take the needle out of the cork and drag it across a magnet about 30 times, in the same direction each time. Use the marker to color the end that will face north. Stick the magnetized needle back in the cork and float it in the water. It will now point north. Help students figure out where east, south, and west are in relationship to north. Ask students to explain how they think the ancient Chinese would have used a compass. Then invite the to use the compass to make simple maps of the classroom. Remind students to include a compass rose on their maps.



APs 5.6, 5.7

Welcome to Dragon Quiz

Test your knowledge about China! From Level One to Level Three, you will encounter different levels of difficulty. Each Level offers you a choice of three quizzes with each one containing five questions covering topics such as history, geography and general knowledge. After you finish answering the questions, you will be able to know the number of correct, incorrect and skipped skipped questions instantly

Now, enter the Dragon Quiz and Have Fun!

About China Hotel Quiz Food Survival Facts
About DragonTour Shopping Bookmarks
HOME Attractions Transportation Comment
Tours Guests Book

Copyright © 1997 Welleslian International Information Inc. All rights reserved

Directions:

- Visit the site listed below –
- Click on Quiz – record your score for each quiz.

CHINESE LIFESTYLES

Today, most Chinese families live in large apartment buildings. These buildings usually have five stories and are grouped together. Most apartment complexes have their own stores and schools. Inside the buildings, families generally live in one or two-room apartments. They share a kitchen and bathroom with other families. Traditional Chinese houses are one-story structures built around a courtyard and hidden from the outside by walls. Wealthy families have gardens inside their gates, with streams or small ponds. Since there are few trees in China, houses are made of stone or brick. The Chinese use tile or straw for the roofs of their houses. As an activity, students might write a letter to an imaginary pen pal in China in which they describe the type of home they live in.

CHINA FACTS

It is considered good luck for the gate to a house to face south.

Fashion Statements

For about forty years, the government of China controlled almost every aspect of life in China. Farmers and industrial workers lived and worked communally. The Chinese people even dressed in similar clothes. Today the government has loosened its controls on business and farming. People are earning small amounts of private income. While some people have enough money to wear bright, fashionable clothes, most Chinese wear cotton slacks and shirts. They add layers of clothing for warmth.

Chinese Families

Chinese families are very close and strong. Respect for elders and ancestors has long been an important part of Chinese tradition. In rural areas, and sometimes in the cities, several generations of a family may live together. Chinese families respect and obey their elders. Young people ask their elders, their grandparents or parents, for advice before making decisions.

The Chinese government strongly urges young married couples to limit their families to one child. One-child families are rewarded in various ways, such as by moving up in the waiting lists for housing. Families that have more than one child are punished, for example, by losing the allowance that the government pays to families.

Chinese people write their names with their family name first. For example,

陳 Chen
(last name)

美 Mei

(first name)

玲 Ling

Scholastic Culture Kit:
China

THE STORY OF RICE

The most common grain in many parts of China is rice. Like other grains, rice is a kind of grass. The Chinese often have a soupy rice, called *congee*, for breakfast and generally have rice with other meals as well. Plain rice, with nothing added, is called *jook*.

Chinese farmers grow rice in small patches of level ground. Sometimes they make terraces for rice growing on hillsides. The terraces are small flat fields that look like steps going up the hill. Rice grows in very wet soil, so farmers grow small rice plants from seed and then transfer them to fields or paddies that are covered in water. These fields are called rice paddies. Paddy fields are always flat, so that the water will not flow to low spots.

CHINA FACTS

We know that the Chinese grew rice as long ago as 5000 B.C. Archaeologists have found rice grains in farming tools and pots from that period.

A rice plant first grows flowers. Then it forms grains of rice. When the rice is ready, farmers drain water from the fields and let the plants grow a little longer. Then they cut the rice. They spread the rice to dry and sort it according to size.

Eating the Chinese Way

An ordinary Chinese family meal usually includes several dishes, such as: a soup, a meat dish, a fish dish, a vegetable dish, rice or noodles, fruit.

The fancier the meal, the more dishes it includes. A really special meal may include as many as 12 different dishes. The Chinese use round tables so that every person is equally close to the many dishes of food. Each place setting has a rice bowl and small saucer bowls, a china spoon, chopsticks, and a tiny bowl for bones.

Northern (Mandarin)—Cooks use garlic and scallions and noodles made from wheat flour. Dishes include steamed bread and dumplings. The most famous Mandarin dish is Peking duck.

Southern (Cantonese)—Cooks use few seasonings. They stir-fry and steam the food, which is served with rice. Dishes include sweet and sour pork and wonton soup.

Western (Szechuan or Hunan)—Cooks use many spices, both hot and sweet as well as garlic, onions, and leeks.

Eastern (Shanghai)—Cooks use lots of soy sauce and sugar and prepare many fish and seafood dishes.

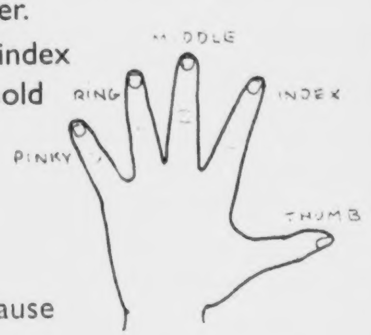
Scholastic Culture Kit : China

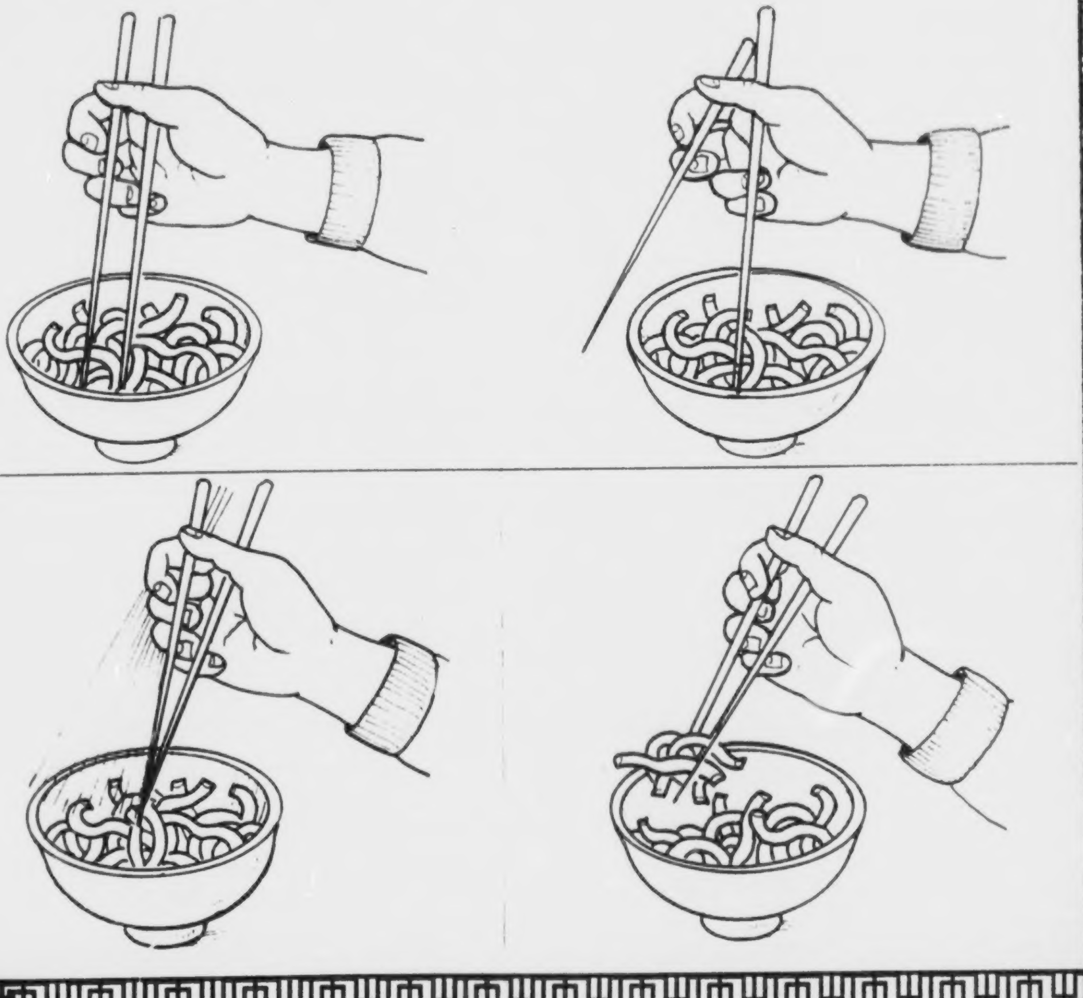
Name ______________________________

Action Page

Using Chopsticks

1. Take the thick end of one chopstick in the crook of your thumb. Rest the lower part lightly against the inside of your ring finger.
2. Hold the other chopstick between the tips of your index and middle finger. Hold it with your thumb, as you hold a pencil.
3. Move the outside (second) stick back and forth while you hold the inside (first) stick still.
4. Now you are ready to pick up some food.
5. Never touch your mouth with your chopsticks, because every one eats from the same bowls.
6. It is not polite to cross your chopsticks on your plate or bowl.





BEST COPY AVAILABLE 203

Scholastic Culture Kit : Chin

Take the first piece of meat or fish that you touch, and don't poke around in the pot for a bigger one.

Don't pick your nose while eating and then reach for more food.

Don't throw bones you have chewed back in the pot. Put them on the table or toss them on the floor.

Don't clean your teeth with your knife.

If your fingers become greasy, it is not polite to lick them or wipe them on your coat. Bring a cloth along for this purpose if your host does not provide one. Or else wipe them on the tablecloth.

As more and more people adopted Erasmus' rules, table manners in Europe became more refined. But they still seemed crude to those who lived on the other side of the world, in China and Japan. "What barbarians!" a Chinese writer said when he saw some visiting Europeans using knives. "They eat with swords!"

Over the centuries, the Chinese and Japanese had developed a very different way of cooking and eating. It was based almost entirely on the use of two long, thin pieces of wood called chopsticks.

Patty, FYI

from Giblin, J.C.

From Hand to Mouth

CHAPTER FOUR

The Quick Little Fellows

NO ONE KNOWS EXACTLY when the Chinese began to use chopsticks. But some say it was greedy people who thought of them first.

According to this story, it happened at the beginning of Chinese written history, around 3000 B.C., when most people cooked their food in tripods. These were metal pots that stood on three squat legs and could be set directly over a fire.

The large pots took an hour or so to cool after the food was cooked, and some people were too greedy to wait. Grabbing a pair of sticks, they poked at the steaming food and lifted out the best pieces for themselves. Others copied them, and within a short time people all over China were eating with chopsticks.

Another explanation credits the Chinese preference for chopsticks over knives to the philosopher Confucius, who lived from 551 to 479 B.C. Confucius once remarked that honorable and upright people would rather see an animal alive than dead. And if they heard the noise and screams of an animal being killed, they would not want to eat its flesh.

For Confucius, knives were a constant reminder of such killings. Consequently, he wrote in one of his books: "The honorable and upright man keeps well away from both the slaughterhouse and the kitchen, and he allows no knives on his table."

Whether or not Confucius was responsible, we do know that by 400 B.C. people throughout China were using chopsticks. Hand in hand with their adoption came the development of a uniquely Chinese style of cooking. Meat and vegetables were either cut into bite-sized pieces or cooked until they were so tender that they required no cutting. Even when poultry and fish were served whole, the meat was so tender that it could be picked easily off the bones with a pair of chopsticks.

Besides chopsticks, the Chinese from very early in their history also used spoons. They were made of a hard earthenware called porcelain, and they had flat bottoms so that a diner could set one down on a table top without spilling the contents. The Chinese thought the round-bottomed European spoon was very inefficient!

Unlike Europeans, the Chinese never used their spoons to eat any food except soup. For everything else they used chopsticks, manipulating the two sticks smoothly and quickly as they plucked bits of food from first one dish and then another. In fact, the word for chopsticks in Chinese means "the quick little fellows."

Most Chinese chopsticks are ten to twelve inches long and about as thick as a pencil. Those for children can be as short as five inches. Those used by the hostess or host to pass special delicacies to their guests are sometimes as long as twenty inches.

Chopsticks have been made from many different materials over the centuries: bamboo, wood, jade, ivory, gold, and silver. Many upper-class families in old China used ivory chopsticks tipped with silver. Since ancient times the Chinese had believed that silver was a protection against poison. If the silver-tipped chopsticks came into contact with food that had been poisoned, they would turn black—or so people said.

Only the wealthiest Chinese families could afford gold or silver chopsticks, and one had to have strong fingers to use them, for they were extremely heavy. In the classic Chinese novel *The Dream of the Red Chamber*, that fact became embarrassingly clear to a peasant girl who was dining in a wealthy home for the first time. When she tried to pick up a pigeon's egg with her gold chopsticks, she was so startled by their weight that she dropped the egg on the floor.

In setting a Chinese table, the chopsticks are placed either to the right or below a small, central plate. The soup bowl is

Chinese workers eating rice with chopsticks at Kunming airbase, 1944.

Courtesy of The New York Public Library Picture Collection located to the upper right of the plate with the flat-bottomed soup spoon in it. A bowl of rice, served with every Chinese meal, is put directly on the plate.

At Chinese banquets, the meat and vegetable dishes are served one after another, and the guests help themselves to portions of each, putting them on their small plates. The soup is served last. At family dinners, all the dishes are in the middle of the table at the beginning of the meal, with the soup tureen in the center.

A single pair of chopsticks is used to eat all the dishes, even at banquets. Often the diners are provided with small rests of porcelain on which they can lay their chopsticks between courses so that they won't soil the tablecloth.

Chopsticks serve as signals during a Chinese meal. At the start, the host raises his chopsticks over his rice bowl to invite the guests to begin eating. Then he puts his rice bowl to one side of the plate, and all the other diners do the same. At the end of the meal, the diners set their chopsticks even and parallel across the tops of their rice bowls to indicate that they've finished.

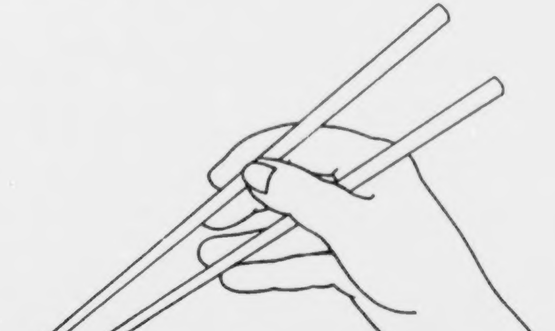
Chopsticks often seem awkward to handle at first, even for Chinese children. But when you learn how to hold them firmly but lightly, there's no strain at all, and their use quickly becomes second nature.

To begin, hold your right hand (or your left, if you're left-handed) in a relaxed position. Place the first chopstick between the tip of your fourth, or ring, finger and the base of your thumb. Be sure you pick up the chopstick the right way: The top half, which you hold in your hand, is squared; the tip, which takes up the food, is rounded. Your thumb should be around the squared section and your ring finger at the midpoint of the chopstick.

Brace the chopstick against the fourth finger with the middle of the thumb, but keep the tip of the thumb free. You'll need it to help hold the second chopstick. Place the second stick between your thumbtip and the tips of your index and middle fingers. Grasp the stick lightly so that you can move it up and down against the other chopstick, which remains still.

When you want to pick up a piece of food, push upward on the second chopstick with your middle finger. This will open the tips of the chopsticks. To grasp the food, push down on the second stick with the same middle finger. The two chopsticks will come together with the food pinched securely between the two tips. Then you can raise the bite swiftly to your mouth.

It's important to keep the tips of the chopsticks even with one another at all times. If one is higher and one is lower, the chopsticks will not work.



Illustrat
Tobin

Rice is hard to eat with chopsticks because the individual grains are so small. However, the Chinese have found a solution to this problem. They lift the rice bowl with their thumb resting on the rim and their index and middle fingers grasping the bottom. Then, holding the bowl quite close to the mouth, they use their chopsticks to transfer globs of rice from bowl to mouth. When they get near the bottom of the bowl, they raise it up to the lips in a drinking position and scoop out the last few grains.

The use of chopsticks spread from China to the neighboring countries of Vietnam and Korea. Eventually, like many other Chinese customs, it also reached Japan. This occurred sometime before A.D. 500, and within a short time people throughout the Japanese islands were eating with chopsticks.

The Japanese called their chopsticks *hashi*, meaning bridge, because the sticks acted as a bridge between bowl and mouth. Japanese chopsticks differed somewhat from the Chinese variety. They had tapered rather than rounded ends, and were most often made of lacquered wood instead of bamboo or ivory.

Lacquer is obtained from the juice of a tree peculiar to the Far East, and is purified by filtering. The lacquer, which may be colored, is then applied to chopsticks or other wooden objects in several successive layers. After the lacquer dries, the chopsticks are rubbed down to give them a smooth, shiny surface. If the layers of lacquer are thick enough, they can be carved, painted, or engraved. Many lacquered Japanese chopsticks feature beautiful inlaid designs of gilt or mother-of-pearl.

Besides their use at table, chopsticks also play a role in the cremation ceremonies of Japanese Buddhists. This has led to certain dining taboos. For example, a Japanese never passes food to another person with his own chopsticks. This might remind the person of the Buddhist ritual in which bone fragments of the deceased are picked from the funeral pyre with ceremonial chopsticks and passed among the family members.

The Japanese never stick their chopsticks upright in a bowl of rice either, since that action also has a connection with death. Buddhist mourners customarily place a bowl of uncooked rice by the family altar as an offering to the deceased, and then stand his chopsticks upright in it.

The Japanese observe other taboos when using chopsticks. If they go on a picnic, they take along disposable wooden chopsticks, and always break them in two when they've finished eating. Otherwise, they believe, a wily devil might find the chopsticks and use them for some evil purpose.

Basically, though, the Japanese handle their chopsticks in the same way the Chinese do. And they've done so for centuries. When a merchant from Italy, Francesco Carletti, visited Japan at the end of the 1500s, he wrote in his journal about the natives' skillful use of chopsticks.

"They are the length of a man's hand and as thick as a quill for writing," wrote Carletti. "With these two sticks, the Japanese are able to fill their mouths with marvelous swiftness and agility. They can pick up any piece of food, no matter how tiny it is, without ever soiling their hands."

Carletti was writing at a time when most Europeans still ate with their fingers. But that would soon change. A new utensil was about to be introduced on dinner tables from Italy to England. This utensil would enable Europeans to eat their food as neatly and cleanly as the Japanese diners Carletti had observed. Eventually it would revolutionize Western table manners.

What was this wonder-working utensil? The common fork.

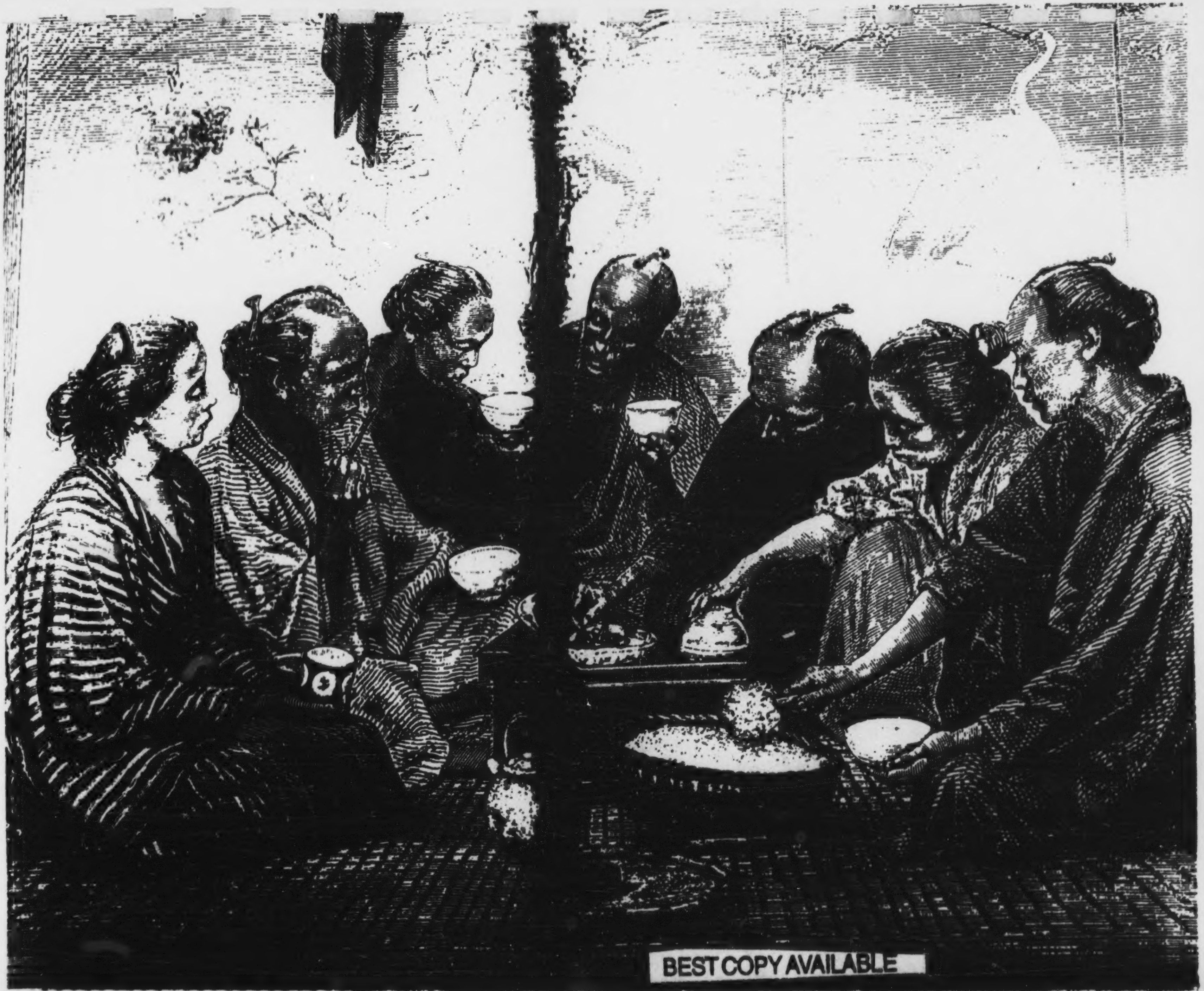
CHAPTER FIVE

The Fork Comes to the Table

ABOUT THE YEAR 1000, according to an Italian story, a wealthy nobleman from Venice, the great trading city, met a beautiful Turkish princess while he was traveling in the Middle East. After a brief courtship, the nobleman married the princess and returned with her to Venice.

Along with her jewels, the princess' luggage contained a case of table forks. Forks had been in common use in the royal courts of the Middle East since at least the seventh century, and the princess had eaten with them all her life.

The first fork was probably a crotched stick with the two prongs sharpened at the end. Early people must have discovered that natural forks like this came in handy when they were roasting meat over a fire. The first metal forks were massive



h century
se family
t dinner.

The Kubler
collection
per-Hewitt
mithsonian
[illegible]

GOLDEN LEGACY CURRICULUM

SAMPLE LESSON PLAN: Bound Feet

Source: Chinese Historical and Cultural Project

- Vocabulary
- Materials
- Procedures

Objectives

- Students will become aware of the old Chinese custom of foot binding.
- Students will become aware that few Chinese women in American had bound feet, although in the early days wives of merchants usually did;
- Students will compare foot binding with restrictive clothing in use today and in the past.

Background Information for This Lesson

In the tenth century in China, a prince began the practice of foot binding because he loved the small 'lily feet' of his concubine. Thus traditional Chinese values for over 1000 years dictated that the feet of young girls should be bound to keep them smal l. 'Lily feet', as they were called, were thought to be very dainty and beautiful and a symbol of gentility and high-class. Although the term sounded harmless, it was really very cruel. It began when a girl was between three and eleven years old. First h er foot was washed in hot water and massaged. Then the child's toes were turned under and pressed against the bottom of her foot. The arches were broken as the foot was pulled straight with the leg, and a long narrow cotton bandage would be tightly wound around the foot from the toes to the ankle to hold the toes in place.

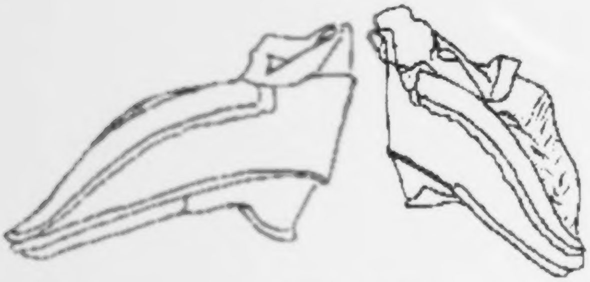
After two or three years, a girl's feet actually shrank -- until they could fit into shoes just three inches long. This resulted in feet that were very deformed and unbearably painful to walk on. Sometimes the toes even fell off, because blood could no lo nger reach them. Besides identifying women of gentility or high-class, it prevented women from "wandering," since the bound with bound feet was unable to walk unassisted, and even going a short distance was very painful. These women had to walk with very short mincing steps and could stand only with great difficulty.

Tiny 3-inch-long shoes, called 'lotus shoes', were made of silk and were beautifully embroidered. In the upper classes in China, a good marriage wound be impossible to arrange if the girl had "big ugly feet." The practice of foot binding continued in Chin a for over 1000 years until the Manchu Dynasty was toppled in 1911 and the new republic was formed. Foot binding was then outlawed.

Few Chinese women and girls who came to California had their feet bound as small children in China, but those who did had to spend their lives with the tiny useless feet. However, many of them did manage to walk and could do light household tasks and cook ing. Sometimes, the young girls would have the bindings removed and often their feet would grow enough to permit normal walking. Most of these people migrated to San Francisco and other cities where the upper class Chinese ran lucrative businesses.

Women from the peasant and working classes did not have their feet bound as children because it was necessary for them to be able to work in the home and fields. As these were more frequently the women who came to America, most of the immigrant women did not have bound feet. Most of the Chinese who migrated to the Santa Clara Valley were form this class.

(NOTE: The San Jose Historical Museum has a pair of 'lotus shoes' on display in the Ng Shing Gung located on the museum grounds. The shoes are three inches long, the actual size used. The students may see them when they visit the museum, or refer to #6 on the Slide Set included with this curriculum kit.)



Lotus Shoes

Vocabulary

concubine
A women who is a secondary wife to a married Chinese man.
foot binding
An old Chinese custom of wrapping a girl's feet so that they would not grow.
gentility
"Of gentle birth" and refinement; of upper-class status.
lucrative
Producing wealth, profitable.
mincing
Walking or moving with short, affectedly dainty steps.
restrictive
Confined or kept within limits.

Materials Needed to Complete the Lesson

- *Those Doll-Sized Feet,* (below). This is an article written by Jane Am Pang about her grandmother in Hawaii. For young students, you may wish to change a few of the words that describe the way bound feet made women walk.
- Picture of Chinese Foot Binding (below -- discretionary for very young students)

Procedures

1. Read *Those Doll-Sized Feet,* and show pictures.
2. Discuss why this was done. Children must understand that this practice was discontinued about 80

years ago.

3. Discuss kinds of restrictive clothing used in our society today. For example:
    - girdles and corsets
    - neckties
    - platform and high-heeled shoes
    - skin-tight jeans and skirts
4. Discuss kinds of practices used today to make ourselves attractive:
    - hairstyles (cutting and permanents, toupees, and wigs)
    - pierced ears/noses
    - diets
    - exercise classes
    - brand-name clothing
    - shaving
5. With an advanced student, research on unusual or unique practices from other cultures in the world could be an interesting project.

Those Doll-Sized Feet...

Jane Kam Pang

AhPo's house was next door to mine for the first decade of my life. For as long as I can remember, my mother and I spent a part of each day visiting her.

AhPo had seven children. My mother was the eldest. She sewed, she cleaned, she cooked, and she had those "doll-sized" feet. She was always clad in dark traditional Chinese pajamas, unless she 'went out'; then it was a long, dark cheongsam. Her long hair was pulled back to form a pug. Her skin, like my mother's, was almost flawless. And she always wore those small, small black leather shoes. Some were laced; others hand a narrow strap across the instep.

Wooden stools were strategically placed around her kitchen so AhPo could kneel from ice-box to sink to table to stove, and not have to walk on those tiny feet of hers. Her knees were usually swollen or blistered. In the late afternoon. AhPo would hobble out to the back yard, carrying a big, big black pot to cook the evening's rice. She tended the fire, fueled with wood, while sitting on a small bench. I can still see that black, black pot that contained the whitest, hottest rice.

It was years later, when I saw her bare feet, that I started to understand the effort and the pain that must have accompanied her every step. Her feet were smaller than my hands. The big toe was where it should be, but the other four toes were folded under the sole of the foot. The big toe and the heel of the foot were pushed very close together. The arch of the foot was very high.

When very young, about age six, girls like my grandmother had their feet bound. Long, narrow strips of cloth were wrapped in a figure eight over the instep, around the heel, under the foot. These bandages were tightened daily until the foot measured less than four inches.

Historically, some believe this practice started around the Sahng Dynasty. This extremely painful custom lasted over a thousand years. Mothers wished their daughters to be in a 'state of refinement and grace'. The swaying walk that necessarily developed was thought to be erotic and sensuous. Foot binding was beyond fashion. Words like feminine, sexy, dignified, fragile, delicate, gentle must be used to depict the qualities women hoped for with bound feet.

Although AhPo lived over 80 years, I do not remember her as being old or handicapped. She had a regal look and did all her household chores without the aid of computerized appliances. She was truly a lady by all standards -- yes, with those "doll-sized feet."

Bibliography

Associated Chinese University Women, *Traditions for Living, A Booklet of Chinese Customs and Folk Practices in Hawaii. Volume Two.* Honolulu, 1989.

American Girl. Middleton, WI. Pleasant Company Publications, Article (Sampler, pg. 36), 1992.

Chinn, Thomas. *Bridging the Pacific: San Francisco Chinatown and Its People.* San Francisco: Chinese Historical Society of American, 1989.

Dicker, Laverne Mau. *The Chinese in San Francisco: A Pictorial History.* New York: Dover Publications, Inc. 1979.

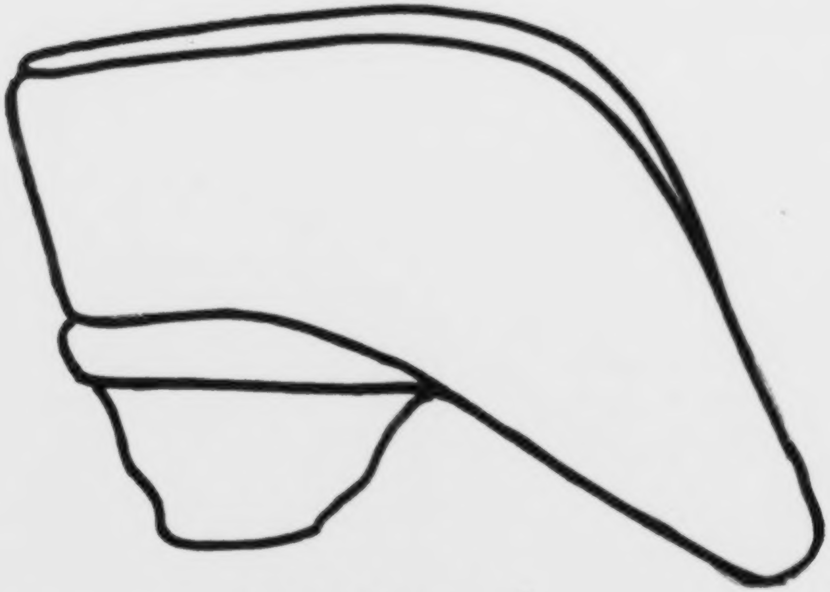
diFranco, Toni L. *Chinese Clothing and Theatrical Costumes.* San Joaquin, CA: San Joaquin County Historical Museum, 1981.

Yu Young, Connie. *Chinatown, San Jose, USA.* San Jose, CA: San Jose Historical Museum Association, 1991.

Yung, Judy. *The Chinese Women of America: A Pictorial History.* Seattle and London: University of Washington Press, 1986.

How do you compare? Take off one of your shoes and trace it over this 'Lotus shoe'.

Lotus Shoe vs. You!



Side view of
Lotus shoe
(actual size)

BEST COPY AVAILABLE

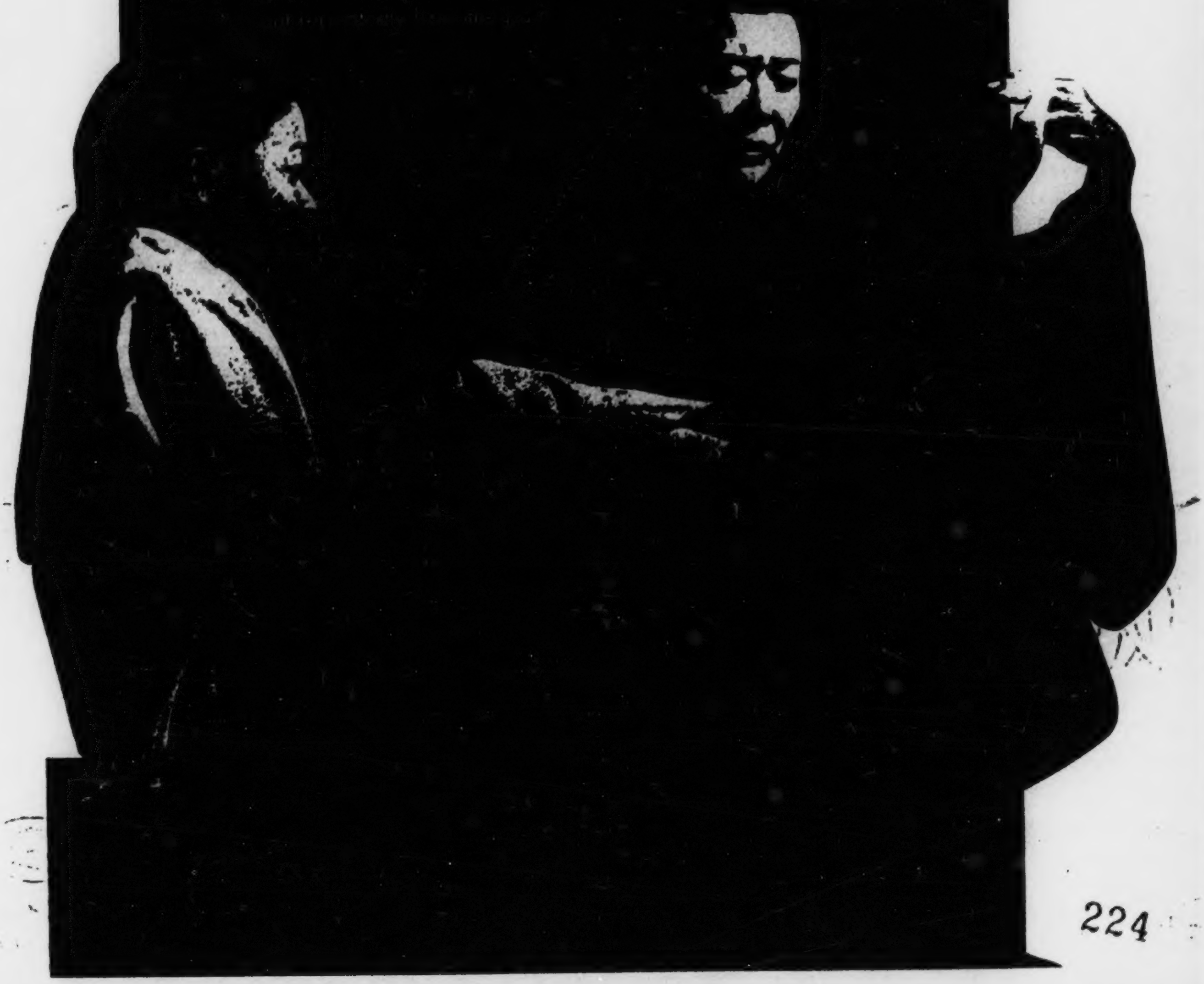
A GOLDEN CHILD
GLOSSARY

FOOTBINDING

"There's a whole new generation of men who will want an educated wife. Not some backwards girl hobbling around on rotting feet, filling the room with the stench of death!"

(Tieng bin)

My grandmother's [illegible] was [illegible]. Her mother, who [illegible] had bound feet, had wound a [illegible] about twenty feet long around her feet, bending all the toes except the big toe inward and under the sole. Then she placed a large stone on top to crush the arch. My grandmother screamed in agony and begged her to stop. Her mother had to stick a cloth into her mouth to gag her. My grandmother passed [illegible] out repeatedly from the pain.



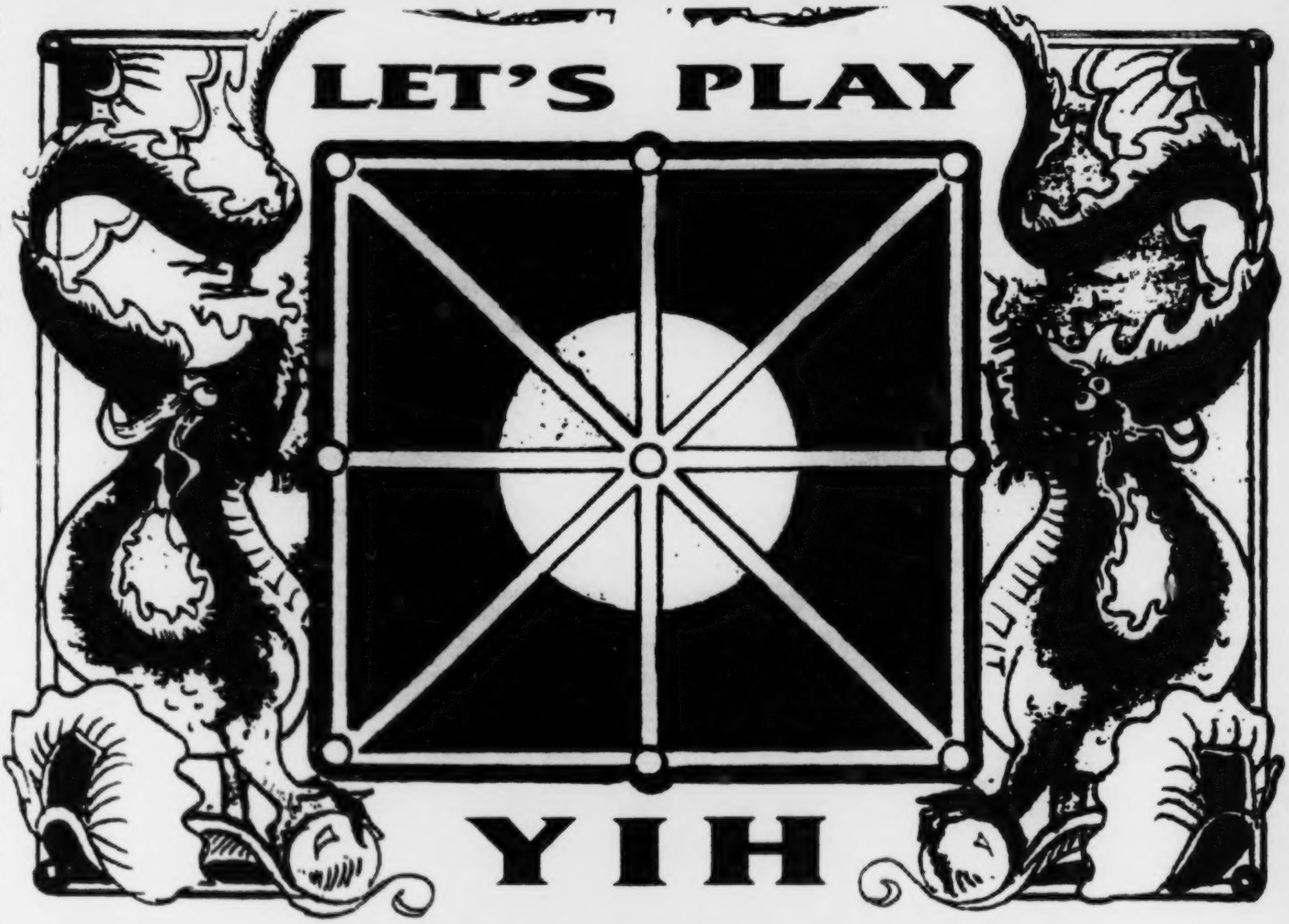
This process lasted several years. Even after the bones had been broken, the feet had to be bound day and night in thick cloth because the moment they were released they would try to recover. For years my grandmother lived in relentless, excruciating pain. When she pleaded with her mother to untie the bindings, her mother would weep and tell her that unbound feet would ruin her entire life, and that she was doing it for her own future happiness.

In those days, when a woman was married, the first thing the bridegroom's family did was to examine her feet. Large feet, meaning normal feet, were considered to bring shame on the husband's household. The mother-in-law would lift the hem of the bride's long skirt, and if the feet were more than about four inches long, she would throw down the skirt in a demonstrative gesture of contempt and stalk off, leaving the bride to the critical gaze of the wedding guests, who would stare at her feet and insultingly mutter their disdain. Sometimes a mother would take pity on her daughter and remove the binding cloth; but when the child grew up and had to endure the contempt of her husband's family and the disapproval of society, she would blame her mother for having been too weak.

The practice of binding feet was originally introduced about a thousand years ago, allegedly by a concubine of the emperor. Not only was the sight of women hobbling on tiny feet considered erotic, men would also get excited playing with bound feet, which were always hidden in embroidered silk shoes. Women could not remove the binding cloths even when they were adults, as their feet would start growing again. The binding could only be loosened temporarily at night in bed, when they would put on soft-soled shoes. Men rarely saw naked bound feet, which were usually covered in rotten flesh and stank when the bindings were removed. As a child, I can remember my grandmother being in constant pain. When we came home from shopping, the first thing she would do was soak her feet in a bowl of hot water, sighing with relief as she did so. Then she would set about cutting off pieces of dead skin. [illegible]

[illegible]

LET'S PLAY YIH



Since ancient times, the Chinese have enjoyed board games. Both the Chinese philosopher Confucius (551–479 B.C.) and the Chinese sage Mencius (c. 372–289 B.C.) mentioned the game *yih* in their writings.

How to Play Yih

Yih is a game for two players, each of whom have three men.

1. The players enter one man at a time, in turn, on any free point, endeavoring to form a row of three along any of the eight marked lines.

2. If all the men are entered and no row has been formed, play proceeds, again alternately, by moving a man one step along any line to a neighboring empty point.

3. The winner is the first player to complete a row of three.

Note: It has been shown that the first player must win if he enters his first man on the central point.

Games similar to yih have been played (and are still played) all over the world. Only the French have a rule forbidding the first player to place his first man on the central point. In order to make the game more challenging, it is suggested that the French rule be followed in the playing of yih.

From *The World of Games* by Jack Botermans, Tony Burrett, Pieter van Delft, and Carla van Splunteren.
Copyright © 1989 by Facts On File. Reprinted with permission of Facts On File, Inc., New York.

www. chaos. umd. edu/ history/ time_line. html

Go to web site listed above. Choose one of the ★'ed Dynasties. Research this Dynasty. Write and illustrate a brief report on this Dynasty

History Timeline

NOTE: Clicking on the Chinese characters for each of the dynasty will bring up a list of the emperors (in Chinese) for each of the respective dynasty. However, not every dynasty will have a link. For those who has can read Chinese, I highly recommend Seke Wei's excellent Era and Timeline of Chinese History.

Dates	Dynasty	朝代
ca. 2000-1500 B.C.	★ Xia	夏
1700-1027 B.C.	★ Shang	商
1027-771 B.C.	★ Western Zhou	西周
770-221 B.C.	Eastern Zhou	東周
	770-476 B.C -- Spring and Autumn period	春秋時代
	475-221 B.C. -- Warring States period	戰國時代
221-207 B.C.	★ Qin	秦
206 B.C.-A.D. 9	★ Western Han	西漢
A.D. 9-24	★ Xin (Wang Mang interregnum)	新
A.D. 25-220	★ Eastern Han	東漢
A.D. 220-280	Three Kingdoms	三國
	220-265 -- Wei	魏
	221-263 -- Shu	蜀
	229-280 -- Wu	吳

BEST COPY AVAILABLE

APS - 5.9, 5.15, 5.11

A.D. 265-316		Western Jin	西晉
A.D. 317-420		Eastern Jin	東晉
A.D. 420-588		Southern and Northern Dynasties	南北朝
	420-588	Southern Dynasties	南朝
		420-478 -- Song	宋
		479-501 -- Qi	齊
		502-556 -- Liang	梁
		557-588 -- Chen	陳
	386-588	Northern Dynasties	北朝
		386-533 -- Northern Wei	北魏
		534-549 -- Eastern Wei	東魏
		535-557 -- Western Wei	西魏
		550-577 -- Northern Qi	北齊
		557-588 -- Northern Zhou	北周
A.D. 581-617	*	Sui	隋
A.D. 618-907	*	Tang	唐

A.D. 907-960	Five Dynasties	五代
	907-923 -- Later Liang	後梁
	923-936 -- Later Tang	後唐
	936-946 -- Later Jin	後晉
	947-950 -- Later Han	後漢
	951-960 -- Later Zhou	後周
A.D. 907-979	Ten Kingdoms	十國
A.D. 960-1279	* Song	宋
	960-1127 -- Northern Song	北宋
	1127-1279 -- Southern Song	南宋
A.D. 916-1125	Liao	遼
A.D. 1038-1227	Western Xia	西夏
A.D. 1115-1234	Jin	金
A.D. 1279-1368	* Yuan	元
A.D. 1368-1644	* Ming	明
A.D. 1644-1911	* Qing	清
A.D. 1911-1949	* Republic of China (in mainland China)	中華民國
A.D. 1949-	Republic of China (in Taiwan)	

A.D. 1949-	★ People's Republic of China	中華人民共和國

[History of China] [Table of Contents]

Geography

THE LAND

To understand the different ways of life in China, students need to know something about the land itself. China, officially called the People's Republic of China, is the third largest country in the world. More than one billion people live there.

BOUNDARIES AND BARRIERS

Throughout much of its history, China's geographical boundaries formed barriers that kept the country isolated from the rest of the world. On the east, China is bordered by the Pacific Ocean. The Amur River forms the boundary between China and Mongolia in the northeast, and two great deserts mark its borders on the north and northwest. The high mountains of the Himalayas and several mountain ranges guard the boundaries on the south.

Map To reinforce a sense of China's geographical boundaries, have students locate the country on the map. Ask them to find the Pacific Ocean, the Himalayas, and the Gobi and Taklimakan deserts. Ask students to explain why these borders kept outsiders from entering China. The Himalayas are the highest mountains in the world. Mount Everest, the highest mountain in this towering chain, is 29,028 feet high. This makes it around 9,000 feet taller than Mount McKinley in Alaska, the highest mountain in the United States. Students can also locate the Yangtze River on the map. This river serves as a dividing line between north and south China.

China has many mountainous areas. In fact, more than one quarter of China lies above 10,000 feet. The Tibetan plateau in southwestern China sits between the Himalayas and the Kunlun Mountains. It is the largest highland region in the world with an average altitude of 14,800 feet above sea level.

Read the following poem to the class. Then discuss with students how the landscape of China inspired the poet Li Po.

VIEWING THE WATERFALL AT MOUNT LU

Sunlight streaming on Incense Stone kindles violet smoke;
far off I watch the waterfall plunge to the long river,
flying waters descending straight three thousand feet,
till I think the Milky Way has tumbled from the ninth height of Heaven.
Li Po, A.D. 705-762

231 APS 5.16

Taotie Trouble

A Taotie is a Chinese demon who is said to be a guardian of boundaries. It is described as having the horns of an ox, the ears of an elephant, the talons of a bird, the eye of a man, and the chest of a dragon. It was often sewn and worn as decoration on armor breastplates. In order to keep the Taotie at a distance, fill in the following boundary questions:

CHINA is:

1. bounded on the north by the ______________________________.
2. bounded on the northeast by ______________________________ and ______________________________
3. bounded on the east by the ______________________________ Sea and the ______________________________ Sea.
4. bounded on the south by the ______________________________ Sea, ______________________________, ______________________________, ______________________________, ______________________________, ______________________________, and ______________________________.
5. bounded on the west by ______________________________, ______________________________, and the ______________________________

- On a piece of drawing paper, create your version of a TAOTIE.

APS 5.16

Scholastic Culture Kit: China

CHINA IS TOO MUCH!

China is a land of superlatives. It has the tallest mountains in the world—the Himalayas. This mountain chain has the highest peak in the world, Mount Everest. China also has the highest plateau, the Tibetan Plateau, which averages more than 14,000 feet above sea level and is known as the Roof of the World. The world's largest basin, the Tarim Basin, and the hottest place on earth, the Turpan Depression, 505 feet below sea level, are also in China.

RIVERS

The Yangtze is China's longest river and the third longest river in the world. Only the Nile and the Amazon are longer. Its Chinese name is Chang Jiang which means "Great River." China's other great river is the Yellow River, also called the Huang He. The Yellow River is known as "China's Sorrow," because its frequent floods cause much hardship and destruction. However, the floods carry a blessing as well. When the rivers flow over the lowlands, they deposit rich silt brought from higher ground. The river takes its name from the color of the soil it washes downstream. When the flood waters dry out, the farmland is more fertile than ever. Today the power of many of China's rivers has been tamed by dams and used to create electrical power.

The Dragon Rivers of China

Map The Chinese tell a wonderful folk story about their nation's four dragons. As you tell the story, ask students to guess what the dragons really are. Then have students find these four rivers—the Amur, Huang He, Yangtze, and Zhu Jiang (Pearl) rivers—on the wall map

A FOLKTALE:

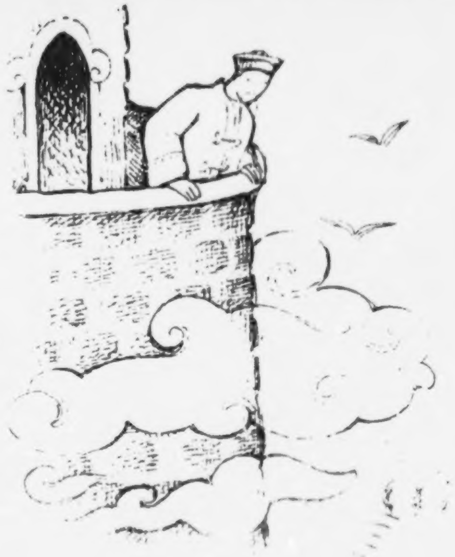
THE
FOUR DRAGONS

A long, long time ago, there were no rivers or lakes in China. But there were four very large dragons who lived in the Eastern Sea. They were called Long Dragon, Yellow Dragon, Black Dragon, and Pearl Dragon.

One day when the dragons were playing in the clouds, they noticed that down on Earth, the rice plants were not green and fresh. Instead, they were brown and withered. The people were not busy and happy, but were crying and begging the Jade Emperor, the ruler of the heavens, for rain. The dragons realized that it had been a very long time since the Jade Emperor had sent rain to Earth.

233 APS 5.16

So the four dragons flew up to the great palace of the Emperor. They made their way into his most impressive throne room, where the Jade Emperor sat on a high carved throne. (Naturally, it was carved of the most precious jade.) The dragons bowed and waited for the Jade Emperor to greet them. They had to wait until the Jade Emperor woke from a nap. He was very lazy and yawned and dozed all day long. Finally, the Emperor yawned an enormous yawn and asked the dragons what they wanted. The dragons reminded the Jade Emperor that Earth needed rain. The Emperor seemed very sleepy, but in between yawns, he promised that he would send rain very soon. Then he yawned and dozed off again.



Days went by and it did not rain. The cries of the humans became even louder. The dragons flew back up to the palace and once again made their way into the throne room. Once again they pleaded with the Emperor to send rain. And once again, the Emperor promised, between yawns, to make it rain very soon.

But it did not rain, and the cries and prayers of the humans became so loud and so desperate that the dragons could not enjoy playing in the clouds. They decided to help the humans themselves. They flew down into the Eastern Sea, gulped great gulps of water into their mouths, and then flew over the land, spraying the water right and left. The dragons did this over and over, until the rice fields showed a little green again, and the people went about their duties with hopeful hearts.

However, the Jade Emperor, in between yawns, heard the happy laughter of the children and the grateful cries of the farmers. "Someone has been bringing water to Earth!" he cried. The Emperor peered over the walls of his palace high in the sky and saw the four dragons spraying water this way and that way on the earth. He was very angry!

The Jade Emperor called the four dragons to his throne room. "You must be punished!" he declared. The Emperor ordered the Mountain God to place a high mountain over each of the four dragons. Then he returned to his yawning and dozing. He still did not bother to make it rain for the people of Earth. Once again the four dragons, from their new homes deep inside four high mountains, could hear the people wailing and begging for water.

Once again the dragons decided to help the people themselves. This time the dragons turned themselves into rivers and flowed from their high mountains to the seas. And that is how the four great rivers of China came to be. The Black Dragon became the Amur River in the north. The Yellow Dragon, of course, became the Huang He *or Yellow River in central China. The Long Dragon turned into the* Chang Jiang *(the Yangtze River). And the Pearl Dragon flowed as the* Zhujiang *(Pearl River) in the most southern part of China.*

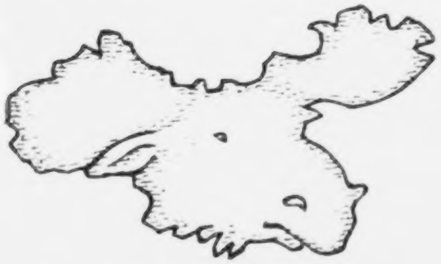
Dragons are a familiar theme in China. Your students may enjoy Laurence Yep's book, *The City of Dragons*, which is based on a folktale about these mythical creatures.

Action Page

The Shape of China

Explain to students that some countries such as Italy have a distinctive shape. Draw an outline of Italy and ask students what it looks like. (a boot) Point out that associating a country with a shape like a boot helps in remembering it. Make a large freehand outline of China on the board

Have students suggest possible objects, faces, or animals this shape might resemble.



CHINA'S CLIMATE

You might introduce the subject of China's climate by reading aloud the following poem. Ask students to listen for different clues about the climate.

OATH OF FRIENDSHIP

Shang ya!
I want to be your friend
For ever and ever without break or decay.
When the hills are all flat
And the rivers are all dry,
When it lightens and thunders in winter,
When it rains and snows in summer,
When Heaven and Earth mingle—
Not till then will I part from you.

Anonymous, 1st century B.C.

CHINA FACTS

About two-thirds of China's land is unsuitable for farming.

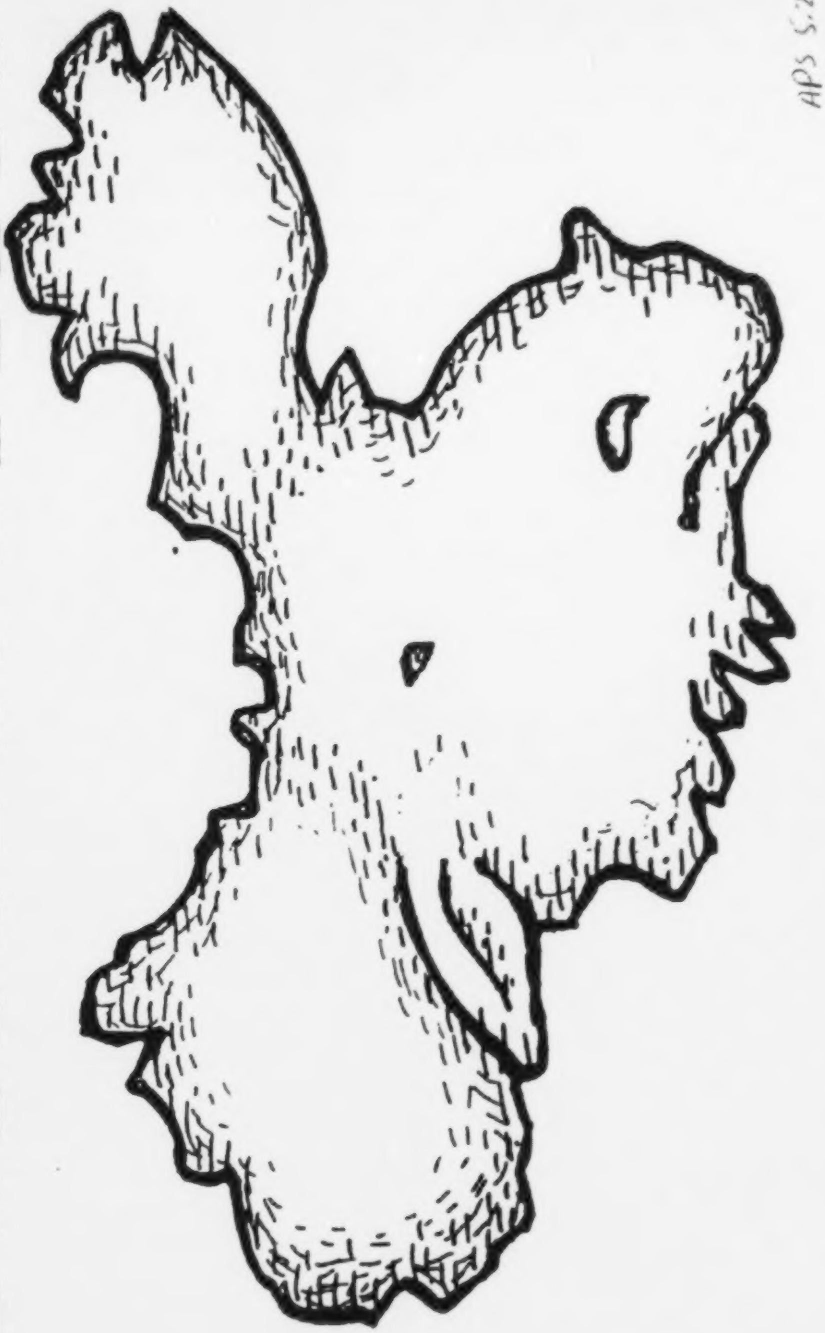
China is a huge country. It is the third largest country in the world and covers one-fifth of Asia. It is not surprising that there are vast differences in weather and climate in the different parts of China. In the winter it can be a bone chilling -4 °F in the northeastern city of Harbin. At the same time of year at Haikou on Hainan Island in the far south, warm breezes blow through the palm trees and rattle the coconuts, and the temperature is close to 70° F.

The north is relatively dry, with hot summers and cold winters. This part of China is sometimes called the "brown north" because of its dry, wind-blown, but very fertile loess soil. South China gets plenty of rainfall and has humid summers and mild winters. Along the southeastern coast, tropical monsoons bring heavy rains each year. This is the "green south," where hills are covered by forests, and crops can be grown year-round. Streams provide water for irrigation, and canals are used to transport goods in barges and boats. This is China's richest farming area and nine out of ten people in China live.

One of the hottest deserts in the world, the Taklimakan, is in northwestern China (Xinjiang). The Gobi Desert is another vast desert in the northwest. Both northern China and Tibet are very dry and largely unsuitable for agriculture. In the southwestern Tibetan Plateau between the Himalayas and the Kunlun Mountains temperatures never get above 50 °F in the summer.

Scholastic Culture Kit: Chin
APS 5.18

APS 5.20



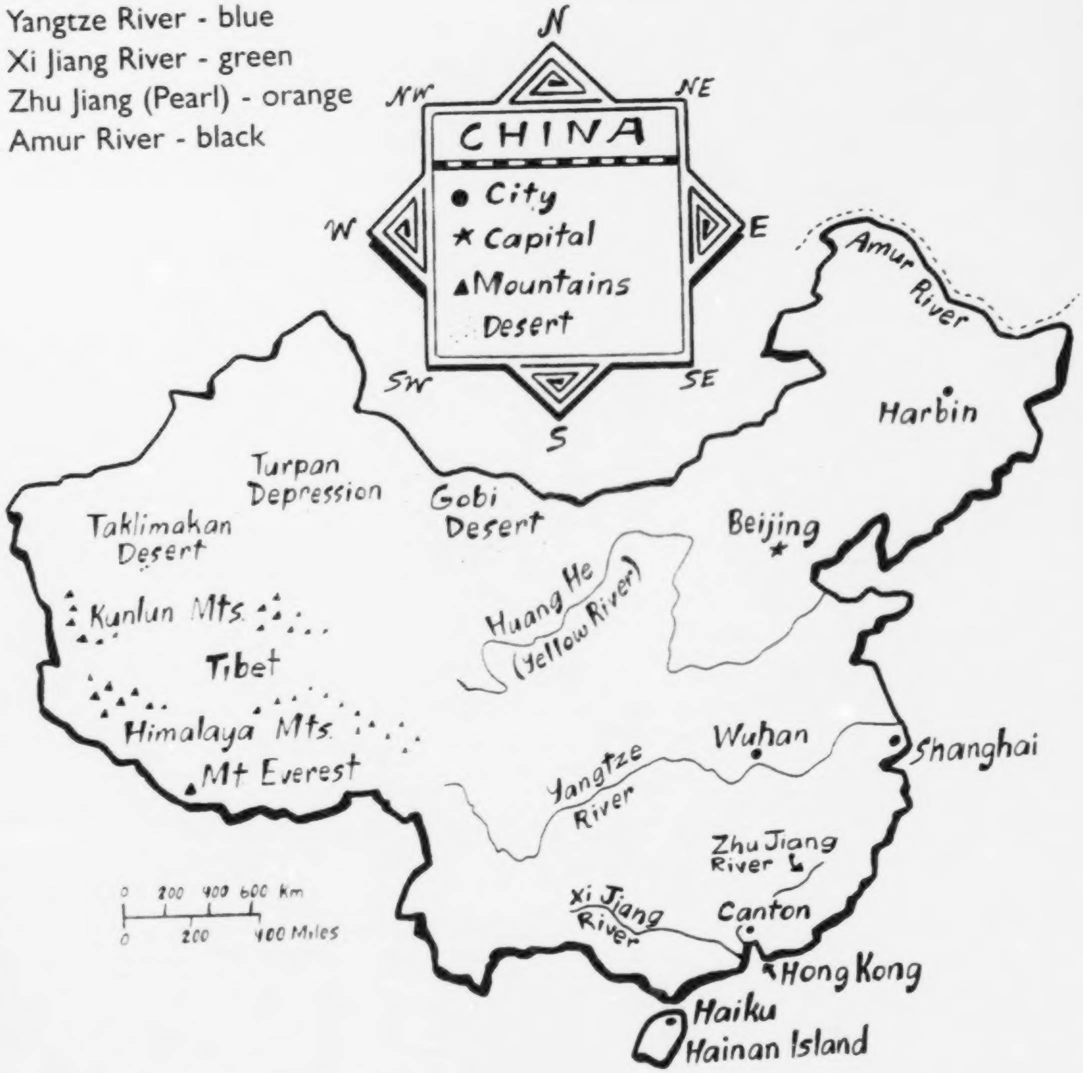
APS 5.19

Name ______________________

Action Page

Discovering China

1. Trace China's rivers as follows:
   Huang He - yellow
   Yangtze River - blue
   Xi Jiang River - green
   Zhu Jiang (Pearl) - orange
   Amur River - black


N
NE
E
SE
S
SW
W
NW
CHINA
● City
★ Capital
▲ Mountains
⁘ Desert
Amur River
Harbin
Turpan Depression
Gobi Desert
Taklimakan Desert
Beijing
Huang He (Yellow River)
Kunlun Mts.
Tibet
Himalaya Mts.
Mt Everest
Wuhan
Shanghai
Yangtze River
Zhu Jiang River
Xi Jiang River
Canton
Hong Kong
Haiku
Hainan Island
0 200 400 600 km
0 200 400 Miles

2. Color China's deserts brown.
3. Underline China's capital in red.
4. Circle China's highest mountain in purple.

APS 5.16,

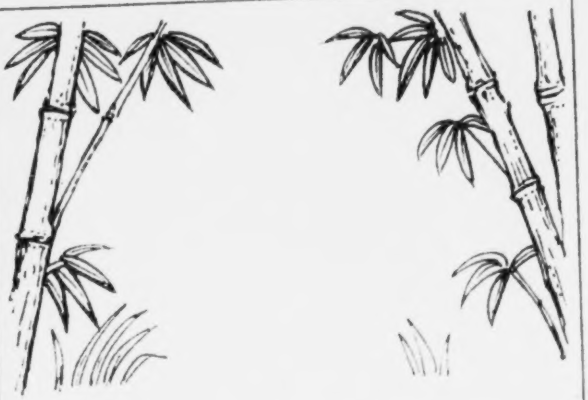
CHINA

APS 5.16

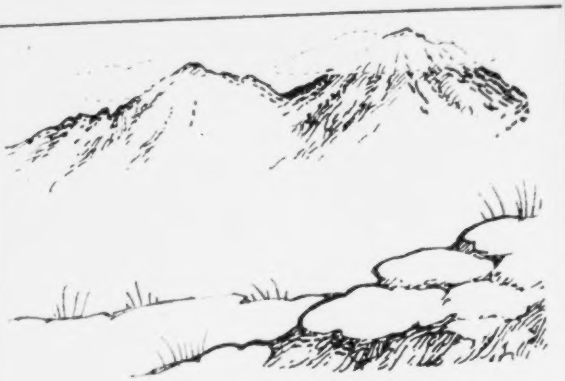
Name ________________________________

Animal Riddle Cards: Who Am I?

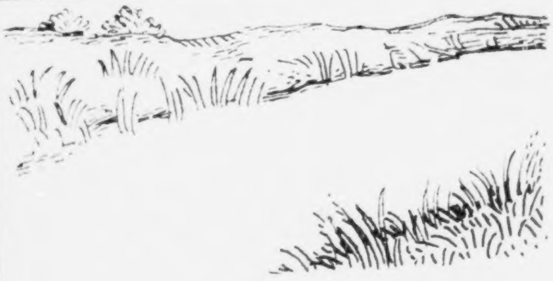
These pictures show where each of these Chinese animals lives and tell a little about them. ✂ Cut all the pictures out and match each riddle card to the picture of the animal it describes. Then tape the riddle cards over the animal cards and ✎ color them.



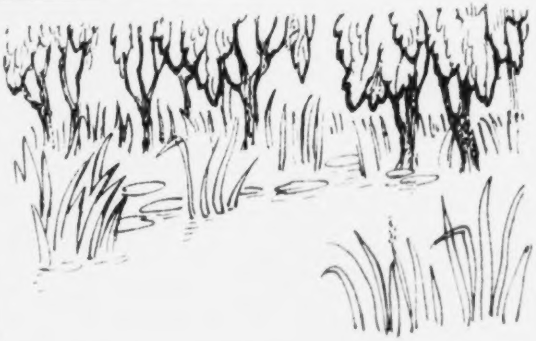
I have white and black fur. My main food is bamboo. My natural home is high in the mountains in bamboo forests.



I'm a member of the cat family. I live high in the mountains where I hunt smaller animals. People hunt me too. They want my beautiful light gray fur with its dark spots.



I'm a large bird. I like to be where it's wet and warm. I wade in flooded fields, swamps, and along the sandy banks of river. I live on the fish and insects. Color me white with a yellow or orange bill and long skinny pink legs.



I live in the lower Yangtze River Valley. When I lay in a muddy river, I look like a floating log, but when I'm awake watch out for my bite! Color me gray black.

Scholastic Culture Kit, China

APS 5.18

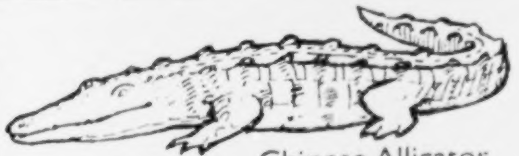
Animal Riddle [illegible]

Name ____________________

Action Page

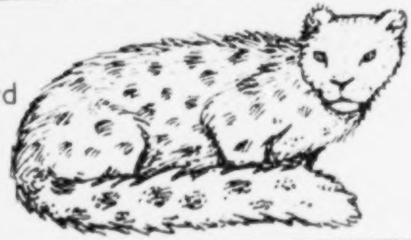
My black stripes will help you find me. My fur is orange and I live in warm tropical forests. I'm a member of the cat family. Sometimes people hunt me for food.

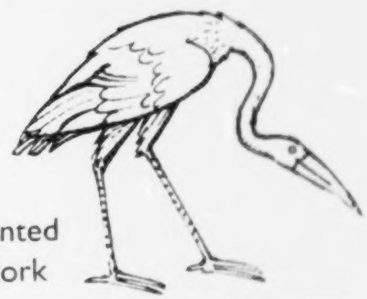
I live in mountain forests where I munch on bamboo shoots, insects, and bird's eggs. My body is brown and most of my face is a orange. My long tail helps me swing through the trees.



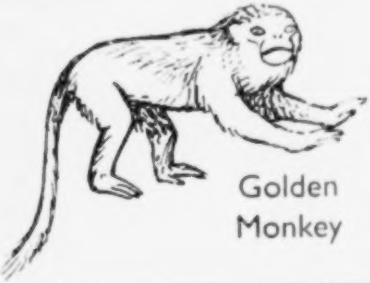
Chinese Alligator

Snow Leopard

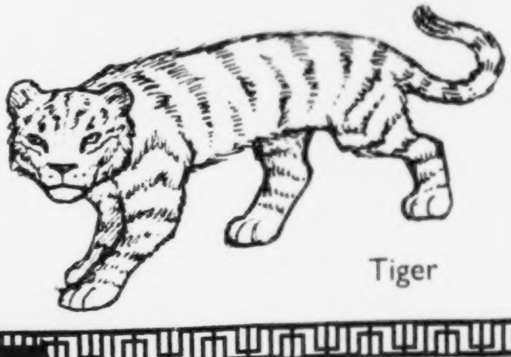




Painted Stork

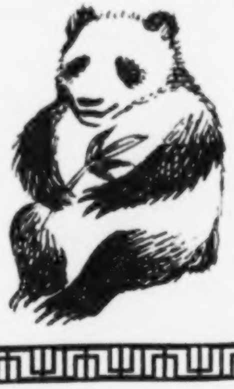


Golden Monkey



Tiger

Giant Panda



It's All Relative

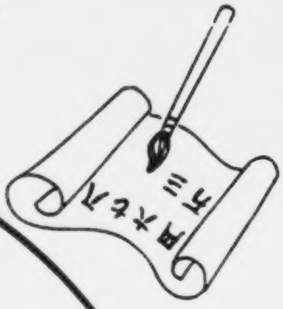
ANALOGIES

The way to solve analogies is to think about how the first two words relate to one another and complete the analogy by thinking of a word that fulfills the same relationship with the third word.

1. spoon : eating : : abacus : __________
2. elephant : mammal : : Buddhism : __________
3. trigonometry : math : : calligraphy : __________
4. U.S.A. : democracy : : China : __________
5. France : Eiffel Tower : : China : __________
6. Confucius : Confucianism : : Lao-tzu : __________
7. temperate : climate : : pagoda : __________
8. oak : tree : : junk : __________
9. Spain : Europe : : China : __________
10. Pacific : ocean : : Yangtze : __________
11. dark : light : : Yin : __________
12. instruments : percussion : : ceramics : __________
13. bird : nest : : monk : __________
14. skiing : sport : : Han : __________

China Then and Now
Good Apple Activity Book

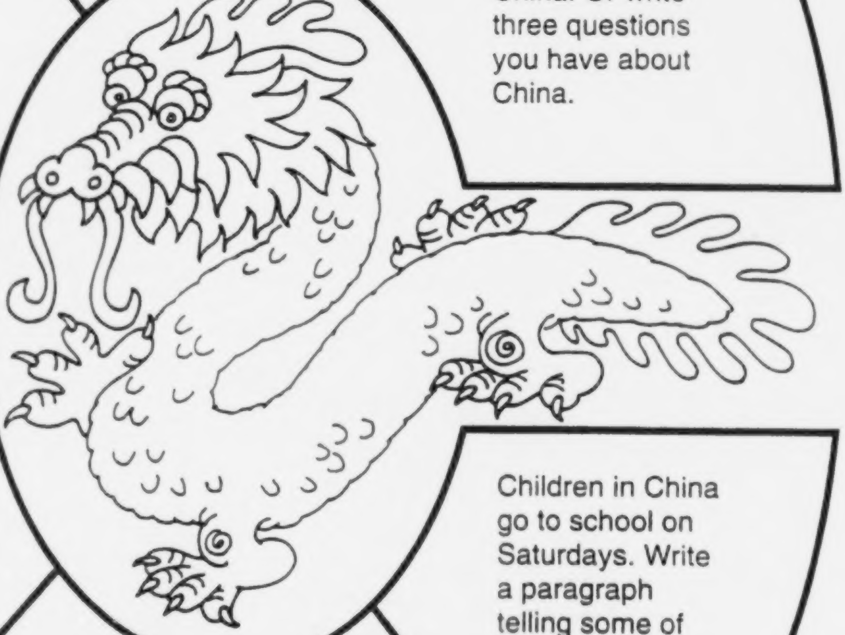
China Writing Projects



Choose something from Chinese culture that you learned about. Write three clues about it. Then write the question, *What am I?* See if your classmates can solve your riddle.

Family life is very important in China. Draw a picture of your family. At the bottom of the picture, write a sentence telling one reason your family is important to you.

Write three facts you know about China. Or write three questions you have about China.



Write a story about a panda who visits your house.

Children in China go to school on Saturdays. Write a paragraph telling some of the things you do on Saturdays.

Most Chinese families do not have large pets. Instead of cats or dogs they keep pigeons, song birds, goldfish, and crickets. Write a paragraph about your pet or a pet you would like to have.

LITERATURE

LON PO PO: A RED-RIDING HOOD STORY FROM CHINA

Translated and Illustrated by Ed Young
Philomel Books, 1989

About the Story

This version of the Red Riding Hood story reflects the Chinese tradition of respect for one's elders. The tale of Lon Po Po is thought to be more than 1,000 years old. In the story, a mother of three daughters goes to visit her own mother to celebrate the older woman's birthday. A wolf sees her leave and that night comes knocking at the door, pretending to be the children's Po Po or grandmother. When the children let the wolf into the house, he blows out the candle so they cannot see him. Even so, the children soon notice that their Po Po has a deep voice, hairy feet, and claws. Then Shang,the oldest, sees the wolf's face. She and her sisters run outside and climb a tall ginkgo tree. The children tell the wolf that they are eating delicious ginkgo nuts. They persuade the hungry wolf to climb into a basket, and they will haul him up into the tree so that he can pick his own nuts. Once the wolf is up in the tree, the girls let go of the ropes and down the wolf comes, breaking his heart.

As You Read

Before you read Lon Po Po to the class, ask for volunteers to tell the story of Little Red Riding Hood. Read Lon Po Po once straight through. Read it a second time, stopping at each page. Ask students to compare the events in Lon Po Po to the story of "Little Red Riding Hood." For example, in Lon Po Po, the children's mother goes to visit the grandmother, while in Little Red Riding Hood, Red Riding Hood makes the trip.

After You Read

Divide the class into groups of four. Ask half of the groups to prepare skits of Little Red Riding Hood. Ask the other half to prepare skits of Lon Po Po. Ask students to think of other ways to trick the wolf. For example, a student might suggest tricking the wolf into going down into the basement and then locking him in.

Writing Prompt "If Shang Met Red Riding Hood..." Ask students to write a story about what might happen if the two characters met one day and started talking about their adventures.

EXTENSION

Ask students to think of different ways that they can show respect to those who are older as well as people of all ages. List students' ideas on chart paper and use them as a point of reference on courtesy and respect from time to time.

CHINA FACTS

When a Chinese child loses a baby tooth, it doesn't get tucked under the pillow to await the tooth fairy. If the child loses an upper tooth, his or her parents plant the lost tooth in the ground, so that the new tooth will grow in straight and healthy. Parents toss a lost bottom tooth up to the rooftops, so that the new tooth will grow upwards too.

Scholastic Culture Kit: China

THE CITY OF DRAGONS

Laurence Yep
Illustrated by Jean and Mou-Sien Tseng
Scholastic, 1995

About the Story

A small boy has such a sad face that other people become sad when they see him—even though the boy is actually quite happy. On the day of the village harvest festival, the elders ask the boy's parents to keep him home, so that his sad face will not spoil the day. As a result, the boy runs away so that his parents can enjoy the harvest celebration. He meets a troop of huge giants who think that he is quite brave to say that he is happy when his face is so sad. The giants put the boy on an elephant, and they all sink into the sea to the city of dragons. The giants are hoping to get pearls from the dragons, but the dragons, whose tears become pearls, have been unable to cry. So there are no pearls for the giants. However, when the boy shows his sad face to the dragons, they all begin to cry and cry. Soon the giants have plenty of pearls. The giants return the boy to the village with bags of pearls and rolls of silk. The villagers are happy to see him return. They also have learned to value what is inside the boy.

Learning about China

Map Display the large map of China. Tell students that this story is based on a folktale from the southern part of China. Find the small city of Nanning. This city holds a Dragon Boat Festival every year in June. Long boats with as many as sixty rowers race on the rivers to the rhythms of drums.

As You Read

Have students practice making sad-looking faces. Do they think their faces are sad enough to make other people cry? The giants think the boy is very brave be-cause he looks terribly sad. However, the boy says that he is not unhappy. Ask students if they have ever gotten credit for being brave because a cut or bruise looked worse than it felt.

USING THE ILLUSTRATIONS

Ask students to look at the illustrations of the village on pages 2-4, 27-28 and list as many different activities as they can. What do the villagers do for jobs? Ask students how the dragons in this book compare to the dragons in the folktale on page 11. How do they compare to dragons in other books or movies students have seen?

After You Read

Write the following headings on the board and ask students to write or draw how the boy's sad face affects each person or group listed.

The villagers at harvest festival time
The giants
The dragons
The villagers on the boy's return

Writing Prompt "The saddest (or happiest) story I ever heard..." Tell students to think of a story they would tell to the dragons to make them cry pearls.

EXTENSION

Students may have read other fairy tales or folk stories about dragons. Ask students to write a story about a boy or a girl who meets a friendly dragon. The story might focus on how the child meets the dragon or an adventure they have together.

Additional resources

BIBLIOGRAPHY

SOFTWARE

TIMELINER, Tom Snyder Productions ; Apple II Series, 1986

OTHER SOURCES

Beshore, George, Science in ANCIENT CHINA, Franklin Watts; New York, 1988

1991
Eisen, Sydney, ed., The Human Adventure / Readings in World History, Harcourt, Brace & World, Inc; New York. 1964.

Enchantment of the World : CHINA, A History to 1949, Children's Press; Chicago, 1983 [ISBN # 0-516-02754-9]

* Fisher, Leonard E., Calendar Art, Four Winds Press; New York, 1987 [ISBN # 0-02-735350-8]

Hamilton, Virginia, In The Beginning, Harcourt, Brace Jovanovich, Publishers; San Diego, 1988 [ISBN # 0-15-238740-4.

quotes Hanscom, James, et al, Voices of the Past / Readings in Medieval and Early Modern History,Macmillan Company, New York,1967.

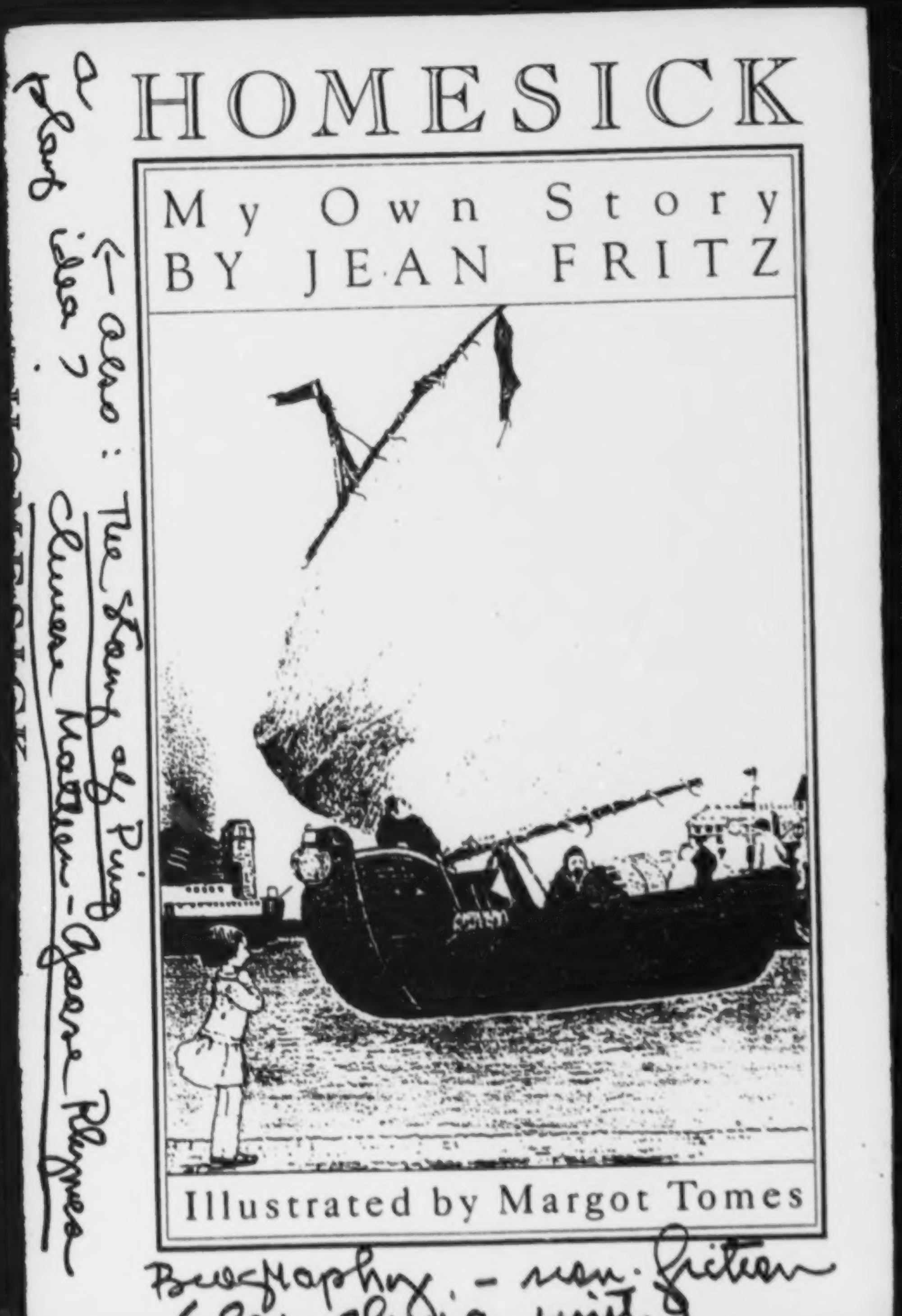
* Haskins, Jim, Count Your Way through China,Carolrhoda Books, Inc.; Minneapolis 1987. [ISBN # 0-87614-302-8 or (pbk.) 0-87614-486-5]

Hume, Lotta Carswell, Favorite Children's Stories from CHINA and TIBET., Charles E. Tuttle Company, Rutland, Vermont, 1981. [ISBN # 61-6219]

Odijk, Pamela, The Ancient World: The Chinese, Silver Burdett Press, 1989. [ISBN# 0-382-09894-3 or (pbk.)0-382-24271-8]

Topping Audrey, ,"The First Emperor's Army - CHINA'S INCREDIBLE FIND," National Geographic, April, 1978, pp.440-459.

Yoder, Carolyn (Ed.), Calliope: World History for Young People - The Hunnic Invasions, September/October



HOMESICK

My Own Story

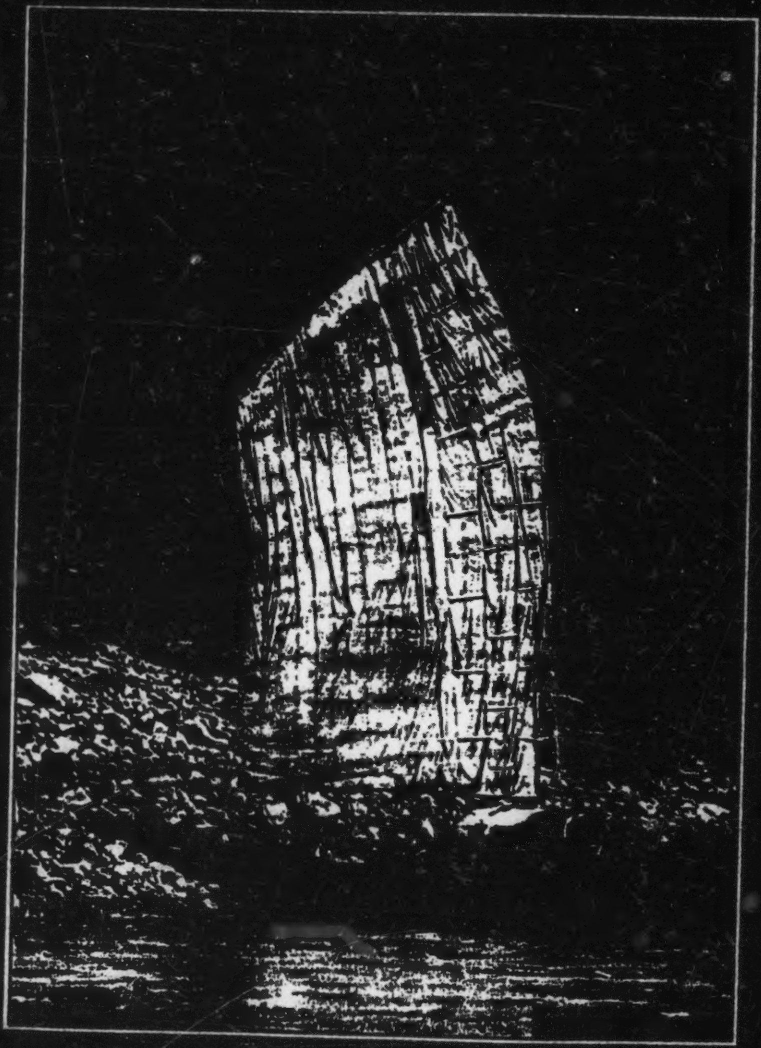
BY JEAN FRITZ

Illustrated by Margot Tomes

← also: The Story of Ping
Chinese Mother-Goose Rhymes
a play idea?

Biography - non-fiction
(for China unit)

China Homecoming



Fulbright
Fellowship
Summer 1999

Doreen Hazel

Title
The Jews in Shanghai

Recommended Grade Level
Grades 7 - 12

Related Subject Areas
Social Studies, History, Communication Arts

Objective
Students will learn the following:

1. Each person can make a difference in local, national, or international events.
2. There is a commonality between Jewish and Chinese cultures which includes genocide under Japanese occupation.
3. People can relocate and maintain their culture within a greater culture, as well as assimilate.
4. It is important to study and remember the past so as not to repeat horrific events.

Lesson Aim
Students will learn how China offered sanctuary to Jews trying to escape the dangers of the Holocaust between 1933 - 1945.

Vocabulary
Holocaust: period referred to between 1933 - 1945 when nearly ten million Jews, Poles, Gypsies, Jehovah's Witnesses, homosexuals, physically challenged, communists, union workers and others, were murdered.

genocide: the deliberate, systematic extermination of a national or racial group.

tyranny: arbitrary or unrestrained exercise of power.

persecuted: to oppress with injury or punishment for adherence to principles or religious faith.

refugee: a person who flees for safety, especially to a foreign country as in time of war.

arduous: involving great hardship or exertion; difficult.

sanctuary: immunity as to arrest, afforded by refuge in any place providing asylum.

anti-semetic: being hostile to Jews

atrocities: savagely cruel acts toward enemy civilian or prisoners by military force.

Background for teachers

The Holocaust, A Brief Historical Summary

According to the Holocaust Memorial Museum in Washington, the Holocaust was the systematic, bureaucratic annihilation of six million Jews by the Nazi regime and their collaborators as a central act of state during World War II. In 1933, approximately nine million Jews lived in the 21 countries of Europe that would be occupied by Germany during the war. By 1945, two out of every three European Jews had been killed. Although Jews were the primary victims, hundreds of thousands of Roma (Gypsies) and at least 250,000 mentally or physically disabled persons were also victims of Nazi genocide, as well as other innocent people that were persecuted and murdered. In addition, thousands of political and religious dissidents such as communists, socialists, trade unionists, and Jehovah's Witnesses were persecuted for their beliefs and behavior and many of these individuals died as a result of maltreatment.

The Rescuers

How did people survive? The Jews needed a non-Jew to help. These people were called, Righteous Gentiles, who helped even when they knew it was a capital offense to aid a Jew. If you wanted to survive during the Holocaust, you could do so by taking refuge somewhere hidden by a non-Jew, pretend you were a non-Jew and pass for one, give up your children to a non-Jew, or flee the country. The Righteous Gentiles took great risks. They played with death constantly. The Jews were helpless and could no longer help themselves. They also could not afford to compensate these people.

Outstanding Individuals

Some people stood up boldly to rescue the Jewish victims of Nazi terror. Raoul Wallenberg, a prominent Swedish diplomat, saved thousands of Hungarian Jews by distributing Swedish passports. Chinue Sugihara, Japan's consul in Kaunas, Lithuania, granted transit visas for more than 2,000 Polish Jews, enabling them to escape.

Escape to Shanghai

From the middle of the 19th century, Shanghai served as a focus of Jewish immigration to China. Sephardic Jews immigrated to the city from British-ruled areas like Baghdad, Bombay and Hong Kong, in the 1850's. The Shanghai Jewish community prospered and infused money into the growing economy of China.

Russian Jews escaped to Shanghai, with very little money, after the pogroms and revolutions at the beginning of this century. They, too, played an important role in the Shanghai community as they gradually became middle class.

The Jews that fled to Shanghai mostly came from Germany and Austria. Their passports were stamped with a "J". Jewish organizations helped buy their tickets. They had to have a ticket in order to leave. The trip was long and arduous, often lasting twelve days. Shanghai was the earliest open port in China. Shanghai accepted 25,000 Jewish refugees during WW II, more than Canada, Australia, New Zealand, South Africa and India combined.

The New Immigrants

The problems of the new immigrants involved finding work and providing food for their families. Though their lives were difficult, Shanghai offered sanctuary and a new start. Some of the earlier Russian immigrants had started a soup kitchen so that Polish Jews were able to get at least one meal a day. Women learned quickly how to cook on small coal burning stoves. They opened shops, schools, theaters, and published many different newspapers.

The Chinese they lived amongst were even poorer than they were, but the two groups intermingled well and without conflict. There was a unique commonality between both cultures:

They were both old cultures (5000 years).
They had a strong love for their families.
They had close ties with their families.
They helped each other.
They tried to be liberal and educated.
They were both survivors(The Chinese survived the Japanese occupation).

When Japan allied itself with Germany in 1941, Jews were forced to live in a ghetto area. Japanese occupied the entire city and contact with the world was cut off. Food and jobs were scarce and photo ID cards were required to safely move about. In 1942, the Nazis sent Colonial Meisinger to Shanghai to kill all the Jews but the plan was never carried out, for some unknown reason.

Shanghai Jews gave firm support to the Chinese National Democratic movement and

Japanese aggression. Some even fought alongside their Chinese comrades.

After 1948, The Shanghai Jews left China. Many went back home and some went to Israel and the United States but still regarded Shanghai as their "homecity". Their energy, creativity and influence have gone beyond their number. They have become an important force in promoting friendship between the Chinese and Jewish people, between China and Israel, and between two of the oldest civilizations in the world.

Motivation

Documentary: "The Eye of the Storm" (Social Studies School Service)

This documentary explores the nature of prejudice in a dramatic third grade classroom experiment held in a small, Midwestern town, a town without ghettos or Blacks. It demonstrates how quickly wholesome, friendly schoolchildren can be infected with the ugly virus of discrimination that leads to frustration, broken friendships and vicious behavior. Host and narrator is Bill Beutel of ABC News.

Learning Activity I

The following activity can be done with children who have little knowledge about the Holocaust. The children are to read the notice on the first page and then respond appropriately on two pages that follow.

Assignment
Read the notice.
Respond on the appropriate page (right or left- handed) that follows it.
Write a paragraph defending your answers. Be prepared to debate your position.

To All Left- Handed Pupils

Starting today all left-handed pupils:

I. Need a written pass to walk about the classroom.
2. May sit only in the last row of the classroom.
3. Will be served last in the cafeteria.
4. Must use a special door to come into and leave the school.
5. Must get on the school bus last.
6. Can receive grades no higher than a "B" on their report cards.

Any pupil getting in the way of these rules will be severely punished.

Left-handed Students

ACTIONS

Complete the exercise on this page based on the notice "To All Left-Handed Pupils". Look at the possible actions (column A) you might take. Check the "Y" column if you would most likely take the action, an"N" if you would not likely do this, and an "NS" if you are not sure if you would take that action.

COLUMN A	COLUMN B
Possible Actions	**Your Opinion**
1. Refuse to obey	Y____ N____ NS____
2. Obey	Y____ N____ NS____
3. Write a letter against the new rules.	Y____ N____ NS____
4. Ask parents to speak to principal	Y____ N____ NS____
5. Get together with other left-handed pupils to decide what to do.	Y____ N____ NS____
6. Other	Y____ N____ NS____

Right-Handed Students

Actions

Complete the exercise on this page based on the notice "To All Left-Handed Pupils" Look at the possible actions (Column A) you might take. Check the "Y" in column B if you would most likely take the action, "N" if you would not be likely to do this, and an "NS" if you are not sure if you would take that action.

(Column A)	(Column B)		
Possible Actions	Your Opinion		
1. Do nothing.	Y____	N____	NS____
2. Speak to teachers and principal.	Y____	N____	NS____
3. Help left-handed students in any way possible.	Y____	N____	NS____
4. Ask parents to speak to principal.	Y____	N____	NS____
5. Other	Y____	N____	NS____

Learning Activity II

"The world is too dangerous to live in - not because of the people who do evil, but because of the people who sit and let it happen"
Albert Einstein

Assignment
Do you agree or disagree with this statement? Analyze it carefully and write either an affirmative argument supporting it or a negative argument disagreeing with it.

Learning Activity III

"Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope."
Robert F. Kennedy

Assignment
This assignment is called "Choosing to Participate". In the course of history, there have been many individuals who made a positive difference in their communities. According to Ervin Staub, "People become brave by doing brave acts. People become compassionate by doing compassionate acts. People become good citizens by engaging in acts of good citizenship." Each inspires the generations that follows to demand justice, right wrongs, or simply offer a helping hand.

Select an historical figure and research what this person accomplished in an effort to make the planet a better place in which to live and how he/she made a positive difference in the world.

Learning Activity IV

Soon after Hitler's anti-semetic campaign started, Madam Sun Yat-sen headed a delegation to meet with the German consul in Shanghai and lodged a strong protest against Nazi atrocities. Her delegation included all the important leaders of the "China League for Civil Rights".

Assignment

Write a letter like the one Madam Sun Yat-sen *may* have written expressing how you felt about Hitler's actions against the Jews.

Learning Activity V

Assignment

Using references from the resource list as well as other sources of your choice, explain what a typical day in the life of a family who lived in the Shanghai ghetto was like. Make sure your research answers the following questions:

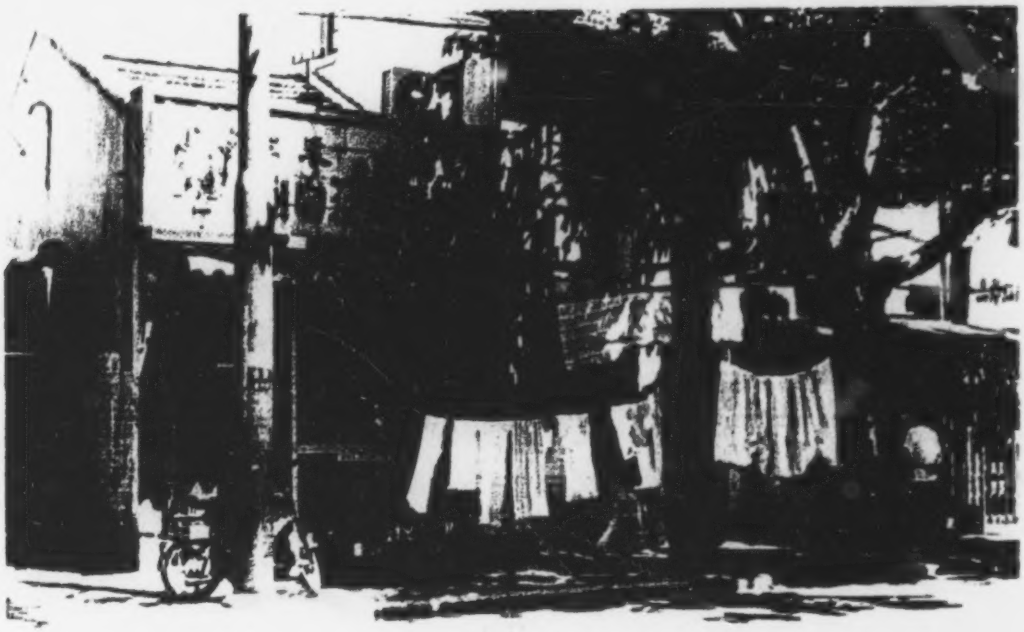
1. What were the ages of the people in this family?
2. Where were these people born?
3. Why did this family leave their native country?
4. What type of work did they do in their native country? In Shanghai?
5. How they were helped when they first came to Shanghai?
6. What types of entertainment were available?
7. What were the living quarters like?
8. What type of education was available for the children?
9. What type of education or skills-training was available for the adults?
10. How were the people treated by the Chinese who lived in Shanghai?
11. How different was the new lifestyle that the Jews had?

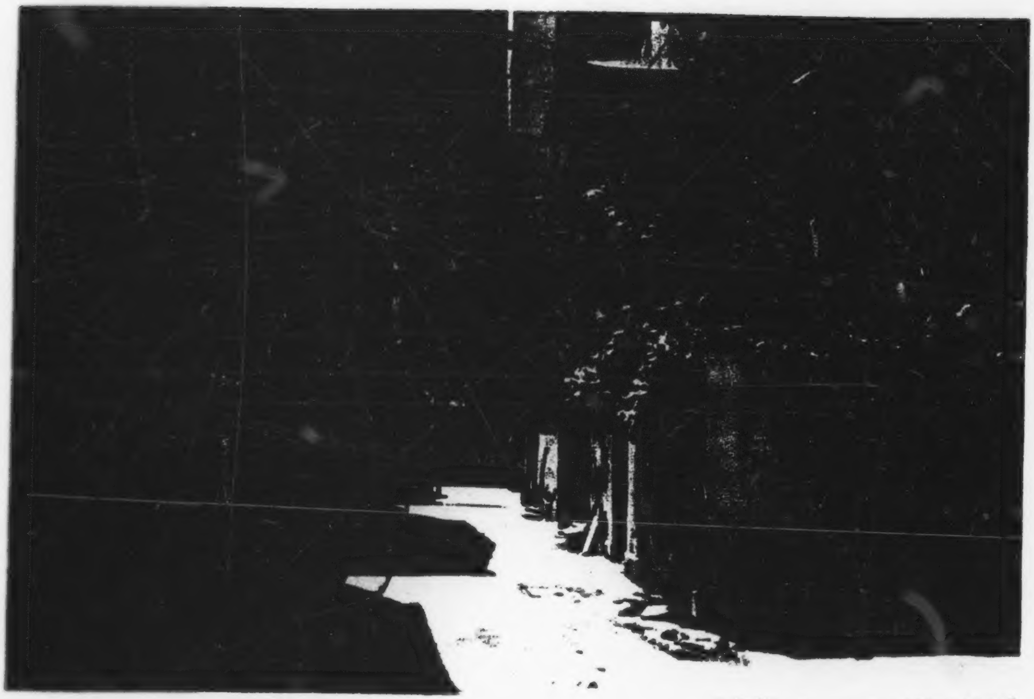
Learning Activity VI

Assignment

Write a letter to your friend in your homeland telling him about your journey to Shanghai. Draw a map and trace the route that you took.

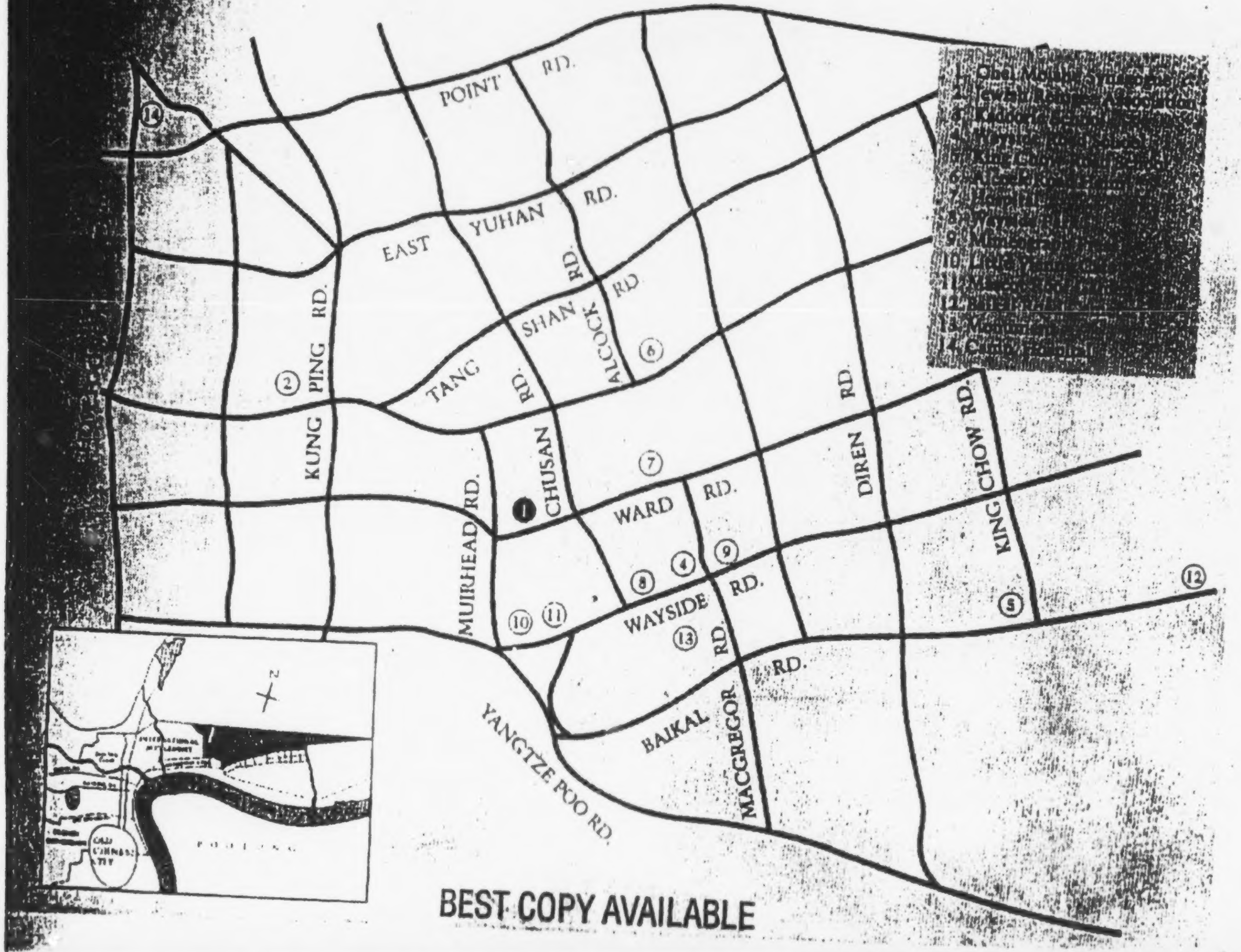
The following pages include personal photographs taken during my trip to China. The map and photographs of the people were from the book, "The Jews in Shanghai"





[illegible]犹太难民居住区示意图

The Jewish Rufugee Settlements in Hongkew

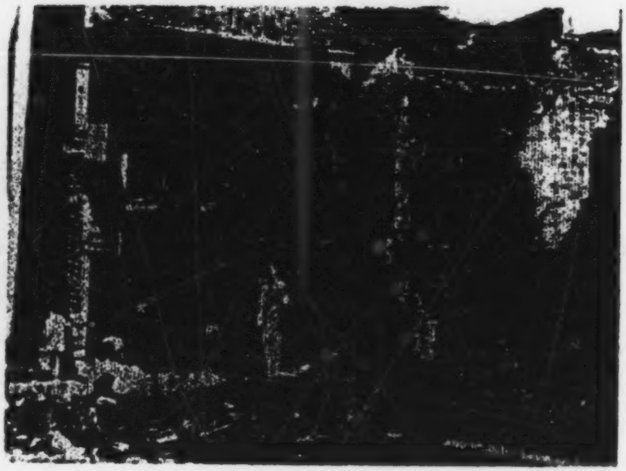

POINT RD.
EAST YUHAN RD.
TANG SHAN RD
ALCOCK RD.
KUNG PING RD.
CHUSAN RD.
MUIRHEAD RD.
WARD RD.
WAYSIDE RD.
DIREN RD.
KING CHOW RD.
BAIKAL RD.
MACGREGOR RD.
YANGTZE POO RD.
1 Ohel Moishe Synagogue
2 Jewish Refugee Association
3 Kadoorie School
4
5 King
6 Alcock
7
8 Ward
9 Mi
10
11
12
13
14 C
1
2
4
5
6
7
8
9
10
11
12
13
14
N
INTERNATIONAL SETTLEMENT
OLD CHINESE CITY
POOTUNG

1

1. 40年代初舟山路上的维也纳咖啡馆。
2. 舟山路市场熙熙攘攘的人群，这里是虹口隔离区的商业中心。
3. 公平路上一家犹太人开的杂货店。

1. Vienna Cafe Restaurant in Chusan Road. From 6.
2. Chusan Road Market was the commercial center of the Ghetto. Courtesy of Horst Eisfelder.
3. Hans Lowenstein's Grocery in Kungping Road. Courtesy of Robert Kats.

2



3

1. 1944年在虹口华德路上举行的一次防空灭火演习。
2. 1945年7月17日，美军飞机误炸虹口隔离区，造成难民死亡31人，伤250人。
3. 空袭后留下的断垣残壁。
4. 周家嘴路犹太公墓一角。这是上海4所犹太公墓中最晚建造的一所，建于1940年，主要安葬犹太难民。

Fire fighting drill (against air raid) in Ward Road, Hongkew, ca. 1944. Cour-
y of Horst Eisfelder.
On July 17, 1945, American aircraft accidentally bombed Hongkew Ghetto,
ing the death of 31 refugees with 250 refugees injured. Courtesy of Peter

3 After the air-raid. Courtesy of Peter Pulver.
4 Section of the Point Road Jewish Cemetery. This, the last of the four Jewish cemeteries in Shanghai, was established in 1940. Courtesy of Horst Eisfelder.

TONGSHAN
CAFE

2

4

1. 在虹口罗伊屋顶花园餐厅消夏的人们。
2. 唐山路饭店的外景。
3. 米歇尔·曼弗里德与其家人在他的商店前合影。这张照片摄于1946年他关店歇业赴澳大利亚之前。
4. 华德路的路易斯咖啡店以出售掼奶油而闻名。

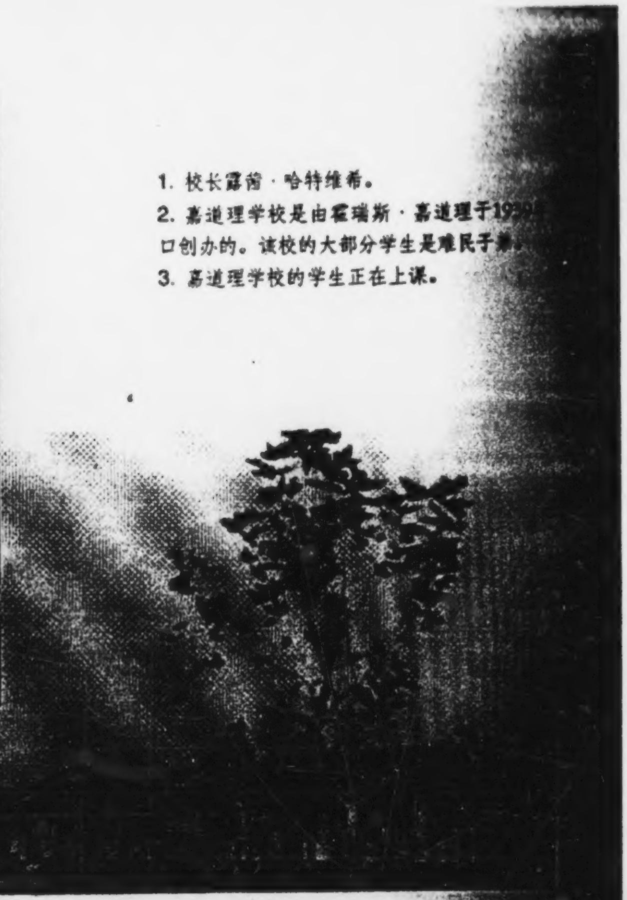
1. Roy Roofgarden Restaurant in Hongkew. Courtesy of Horst Eisfelder.
2. Tongshan Restaurant and Provision Store. Courtesy of Horst Eisfelder.
3. Michel Manfred and his family in front of his shop in Seward Road. This photo was taken before they closed the shop and left for Australia in 1946. Courtesy of Michel Manfred.
4. Whipped cream made by Cafa Louis in Ward Road was very famous. Courtesy of Horst Eisfelder.

1

1. 校长露茜 · 哈特维希。

2. 嘉道理学校是由霍瑞斯 · 嘉道理于19
口创办的。该校的大部分学生是难民子弟。

3. 嘉道理学校的学生正在上课。



BETH HATEFUTSOTH

1. Lucie Hartwich, Headmistress of the SJYA School. From 14.

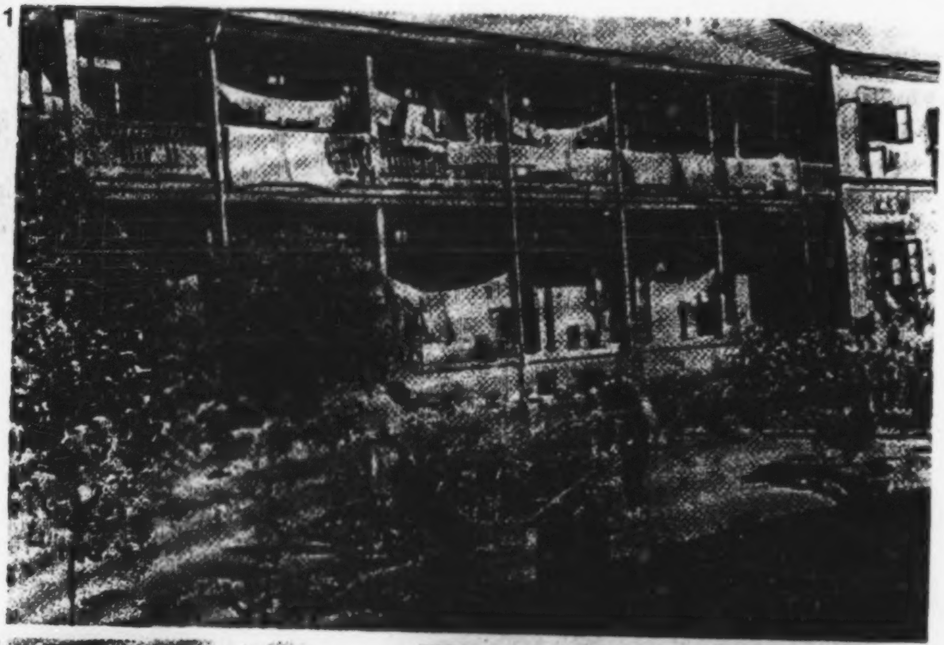
2. The Shanghai Jewish Youth Association (Kadoorie) School in East Yuhang Road. It was founded by Sir Horace Kadoorie in Novenber 1939 in Hongkew. Courtesy of Horst Eisfelder.

3. The classroom of the SJYA school. Most students were refugee children. From 17.

为生存而奋斗，中犹人民同甘共苦

Struggle for sheer survival: a Jewish boom town in Hongkew.

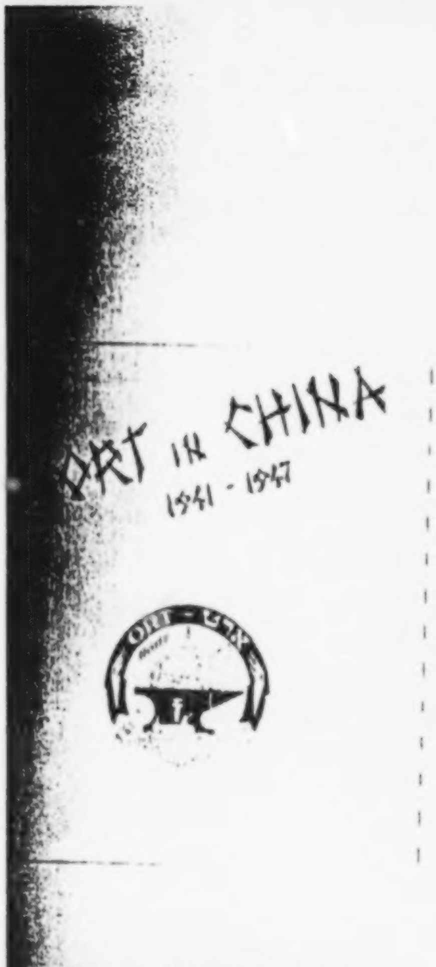
1



2

3

1年前后的虹口华德路难民收容所。
收容所的厨房内，犹太难民在准
于1940～1942年间。
虹口拥挤的院子里烧饭。
Road Camp Heim, Hongkew, cir 1941.
Horst Eisfelder.
hall in Ward Road Camp, Hongkew, cir.
Courtesy of Arnold Lacker (3rd from left).
preparing their meals in a crowded
Hongkew Ghetto. Courtesy of Arthur



2

3

4

1. 培训就业组织(ORT)战时在上海向犹太难民提供多种技能培训，起了很重要的作用。这是该组织发行的介绍1941～1947年在上海活动的小册子。
2. 木工培训班。
3. 理发培训班。
4. 纺织、制造衣物。

1 ORT (the Society for Promotion of Handicrafts and Agriculture among Jews) played an important role by providing training in a variety of skills to Jewish refugees in Shanghai during wartime. This is ORT's publication about its activities in China 1941-1947.
2. ORT Carpentry Course. From 14.
3. The barber school. From 16.
4. They were busy working sewing machines. From 22.

References

Escape to Shanghai, 25 min/Color & BW, Vendor: Simon Wiesenthal Center

Sanctuary in Shanghai, 60 min/Color, Israeli Consulate, Shanghai

Port of Last Resort, 70 min/Color, Joan Grossman and Paul Rosdy

Facing History and Ourselves, Facing History and Ourselves Foundation Inc., Brooklyn, Massachusetts.

Pan Guang; The Jews in Shanghai;Shanghai Pictorial Publishing House; 1995.

Personal photographs and videotape of the former ghetto area, 1999.

China: Tradition and Transformation

The Incorporation of Chinese Literature and Language into the Secondary English Classroom

Lisa S. Hungness

English Teacher
Lebanon High School
160 Miller Road
Lebanon, OH 45036

I gratefully acknowledge the support in gathering these materials provided by the Fulbright-Hayes Summer Seminar Program and the National Committee on United States-China Relations.

Table of Contents

Lesson Plan Page #

#1: **Poetry:** The American Imagist Movement and Classical Chinese Poetry 3 – 5

#2: **Poetry:** Strategies for Reading and Analyzing Poetry Using Classical and Contemporary Chinese Poems 6 – 9

#3: **Slang:** Slinging the Slang of the Chinese and American Languages 10 – 13

#4: **Idioms:** Expressions in Chinese and American Culture 14 – 17

Suggestions for Lesson Plans

#5: **Poetry:** America's Ezra Pound and China's Li Tai Po 18

#6: **Fables:** The Western World's "The Tortoise and the Hare" and China's "A Lame Turtle's Conquest" 18

Poetry

The American Imagist Movement and Classical Chinese Poetry

Objectives:

- To provide students with the opportunities to explore how classical Chinese poetry has influenced Imagist poetry.
- To apply the characteristics of Imagism to classical Chinese poetry.

Materials:

Worksheet:
- The Imagist Movement in America 1900 - 1918

Literature:
- "A Few Don'ts" by Ezra Pound (not included here)
- Packet of Chinese classical poems with their illustrations copied from:

A Selection of Chinese Classical Poems with Illustrations. (1996). Ed. Wang Yanbo and Ren Guang. (Lao Yang, Trans.). Beijing, China: China Esperanto Press. ISBN 7-5052-0064-X

Music:
- Huifen, Min. (1988). *Waters of Rivers: Erhu Solos*. [cassette tape]. China: China Record Co.

Procedures/Activities:

- Have students read the worksheet: The Imagist Movement in America 1900 – 1918.

- Suggested Activities/Assignments:

1. **Poem.** Capture the essence of an object, person, or incident, based on Chinese geography, culture, or history, in a brief Imagist poem of your own. Use language that is precise and suggestive.

2. **Critical Essay.** Select one of the poems from *A Selection of Chinese Classical Poems with Illustrations*, or another traditional Chinese poem of your choosing. Write a critical essay explaining how the poem meets, or fails to meet, each of the key guidelines for Imagist poetry set forth in Ezra Pound's "A Few Don'ts." By these standards, determine whether or not this particular poem could qualify as a purely Imagist poem. Explain why or why not?

The American Imagist Movement and Classical Chinese Poetry, cont.

Suggested Activities/Assignments cont.:

3. **Musical Interpretation.** Select one of the poems from *A Selection of Chinese Classical Poems with Illustrations*, or another traditional Chinese poem of your choosing. Choose a piece of Chinese music that evokes the same emotions and senses that are elicited in the poem.

4. **Art.** Select one of the poems from *A Selection of Chinese Classical Poems with Illustrations*, or another traditional Chinese poem of your choosing. Create a work of art to accompany this poem. Draw or paint the way you envision the image in the poem. Present both the poem and the art together, using the Chinese poems as templates.

5. **Poetry Collection.** Explore the classical poetry of several Chinese poets. Compile a collection of your favorite poems. For each poem, provide a brief explanation as to why you chose it.

The Imagist Movement in America 1900 - 1918

The Imagists were strongly influenced by classical Chinese and Japanese poetry. Like Imagist poems, many traditional Chinese poems evoke an emotional response through the presentation of a single image or pair of contrasting images.

Imagism was a literary movement established in the early 1900's by Ezra Pound and other poets. As the name suggests, the Imagists concentrated on the direct presentation of images, or word pictures. An Imagist poem expressed the essence of an object, person, or incident, without providing explanations. Through the spare clean presentation of an image, the Imagists hoped to evoke an emotional response – they hoped to freeze a single moment in time and to capture the emotions of that moment. To accomplish this purpose, the Imagists used the language of everyday speech, carefully choosing each word and avoiding unnecessary words. In addition, they also shied away from traditional poetic patterns, focusing instead on creating new, musical rhythms in their poetry.

The Imagist movement was short-lived, lasting only until about 1918. However, for many years that followed, the poems of Pound, Williams, H.D., and other Imagists continued to influence the works of other poets, including Wallace Stevens, T.S. Eliot, and Hart Crane (Prentice Hall 655).

Excerpt from:

Prentice Hall. (1999). Literature: Timeless Voices, Timeless Themes, The American Experience. Needham: Prentice-Hall, Inc.

Poetry

Strategies for Reading and Analyzing Poetry Using Classical and Contemporary Chinese Poems

Objectives:

- To introduce students to strategies for reading poetry.
- To compare and contrast the use of literary elements in American poetry and Chinese poetry by applying the strategies for reading poetry.

Materials:

Worksheet:

- Strategies for Reading and Analyzing Poetry: Comparing Chinese Poetry to American Poetry
- Comparing Chinese Poetry to American Poetry: Literary Terms

Literature:

- Packet of Chinese poems copied from:
  A Selection of Chinese Classical Poems with Illustrations. (1996). Ed. Wang Yanbo and Ren Guang. (Lao Yang, Trans.). Beijing, China: China Esperanto Press. ISBN 7-5052-0064-X
- Prentice Hall. (1999). Literature: Timeless Voices, Timeless Themes, The American Experience. Needham: Prentice-Hall, Inc.

Procedures:

1. Have students select three Chinese poems of their own choosing.

2. Introduce students to the strategies for reading poetry work sheet. Present each strategy as a problem solving procedure. Have students complete a worksheet for each Chinese Poem.

3. After each Chinese poem is analyzed, have students compare the three assessments. What trends do they notice about Chinese poetry? What literary elements are used most frequently? What are the similarities and differences between Chinese and American poetry? Hold a class discussion to compile the information and to create a more accurate assessment.

4. Have students find an American poem (or Western poem) that has the same overall theme, or use of imagery or other literary element as each of their three Chinese poems.

5. Have students discuss the similarities and differences between these poems in a presentation or written comparison.

Example of a Chinese Poem Used for Student Analysis

Looking Out in Springtime
Du Fu

Our country has been completely crushed,
And only rivers and hills look the same;
The city is filled with tall trees
And the high grass of spring.
Even flowers seem to shed tears
For the sadness of our time,
Even birds grieve at the sight of people
Parting from their beloved.
Now for these three months
The beacon fires have flared unceasingly,
While a letter from home
Is as precious as gold.
Scratching my head I find my grey hairs so sparse,
The pin will no longer hold them.

Taken from:

Fu, Du. "Looking Out in Springtime." In *A Selection of Chinese Classical Poems with Illustrations*. (1996). Ed. Wang Yanbo and Ren Guang. (Lao Yang, Trans.). Beijing, China: China Esperanto Press.
ISBN 7-5052-0064-X

Strategies for Reading and Analyzing Poetry
Comparing Chinese Poetry to American Poetry

Poetry is one of the richest and most mysterious forms of literature. Because a poem generally comes at the truth sideways rather than head on, you must use a number of strategies to help you unravel the meaning the poet has hidden within the lines. (Prentice Hall 646).

Title of the Poem: ______________________________

Author: ______________________________

1. Identify the poem's speaker. (The speaker may be the poet or a fictional character created by the poet.) ______________________________
   What is the speaker's outlook on life? ______________________________
   How is it reflected in the poem?______________________________

2. Engage your senses. Identify the sensory language (imagery) - words or phrases that appeal to each of the five senses.
   Sight: ______________________________
   Hearing: ______________________________
   Taste: ______________________________
   Touch: ______________________________
   Smell: ______________________________

3. Relate structure to meaning. How is the poem's structure closely tied to its meaning? (Note the length of its lines and the way it is broken into lines and stanzas. Notice where sentences begin and end. How are ideas grouped into stanzas?)
   ____
   ____

4. Paraphrase. Restate the poem into your own words. How would you describe the speaker's experiences and feelings?
   ____
   ____

5. Apply Chinese historical context. Identify social, political, economic, or literary references of Chinese society.
   ____
   ____

6. Personal Response. How does the poem make you feel? What thoughts does it set off in your mind?
   ____
   ____

Comparing Chinese Poetry to American Poetry

Literary Terms

Directions: Identify which of these elements are used in each of your Chinese poems. Be sure to give specific examples. Cross out the terms that do not apply to your poem.

1. alliteration
2. allusion
3. assonance
4. blank verse
5. consonance
6. couplet
7. free verse
8. hyperbole
9. iambic pentameter
10. metaphor
11. onomatopoeia
12. oxymoron
13. parallelism
14. personification
15. refrain
16. rhyme (end, internal, slant)
17. rhyme scheme
18. simile
19. symbolism

Slang

Slinging the Slang of the Chinese and American Languages

Objectives:

- To define and identify slang
- To provide students with the opportunity to discuss similarities and differences between the United States and China by comparing slang in the two countries.

Materials:

Worksheet:

- Slang As It Is Slung: The Story Behind Slang
- List of Slang Examples: Chinese and American

Literature:

- Jun, Shen and Ma Hanmin. (1998). *Easy Way to Learn Chinese Slang*. Ed. Song He. Beijing, China: New World Press. ISBN 7-80005-373-3
- Wentworth, Harold, and Stuart Berg Flexner. *The Dictionary of American Slang*.

Procedures/Activities:

- Have students read background worksheet on slang: Slang As It Is Slung

- How much slang do students use? Students will evaluate the slang quotient of their own speech to see whether slang makes up more or less than a fifth of the words they use. For example, students may record a brief phone conversation with a friend and then analyze its slang content.

- Students will be collecting and analyzing examples of both Chinese and American slang in preparation for the final project.

- **Bi-cultural Slang Glossary**: With a partner, compile a glossary of current slang used in our school, and slang used in the Chinese language.
  Requirements:
  1. Include ten pairs of American and Chinese slang (slang with the same meanings).
  2. Develop a consistent format for your glossary.
  3. Include pronunciations as well as definitions.

Slinging the Slang of the Chinese and American Languages. Cont.

- Final Project:

Write a Slang Dialogue. Working in partners, one student will take on the role of a Chinese teenager, the other will be an American teenager. The setting: one teenager has come to visit the other in their home country. These two teenagers are the best of friends, and even though they both speak English, due to their use of slang they sometimes have trouble understanding each other. Using at least five examples of Chinese slang, and five examples of American slang (all of them can not mean the same thing), write a dialogue between these two friends that shows the language barrier created by slang and how they help each other overcome this communication barrier.

Requirements:

1. Five examples of both Chinese and American slang.
2. Incorporate the definition of each slang word/phrase into the dialogue.
3. Incorporate the background story behind the creation of each slang word.
4. Perform as a skit in front of the class.

Slang As It Is Slung

The Story Behind American and Chinese Slang

Slang is hot and slang is cool. Slang is nifty and slang is wicked. Slang is the bee's knees and the cat's whiskers. Slang is far out, groovy, and outa sight. Slang is fresh, fly, and phat. Slang is bodacious and fantabulous. Slang is ace, awesome, copacetic, the max, and totally tubular.

Those are many ways of saying that, if variety is the spice of life, slang is the spice of language. Slang adds gusto to the feast of words, as long as speakers and writers remember that too much spice can kill the feast of any dish.

Slang is defined as "the body of words and expressions frequently used by or intelligible to a rather large portion of the general public, but not accepted as good formal usage by the majority." *Dictionary of American Slang*

American Slang

Slang has added spice to the feast of American literature as American writers have increasingly written in the American voice, with the words and rhythms of everyday discourse. Even our statespersons have had a hard time getting by without such colloquial or slang expressions as "hit the nail on the head" or "pass the buck." ...Slang is a prominent part of our American wordscape. In fact, the Dictionary of American Slang estimates that slang makes up perhaps a fifth of the words we use.

Excerpt from:

Lederer, Richard. (1999). "Slang As It Is Slung." Prentice Hall. *Literature:Timeless Voices, Timeless Themes, The American Experience*. Needham: Prentice-Hall, Inc., (642).

Chinese Slang

Chinese slang sayings are gems in the treasure house of Chinese folk culture. They have come from the Chinese folk and have been playing an active role in people's daily lives. Being closely related to the historical and cultural background of China, they vividly reflect the customs of Chinese society. Most of them have been derived from a beautiful and intriguing tale and have spread far and wide with the tale itself. Chinese slang is part of the living Chinese language, as they are commonly used in modern Chinese language.

Excerpt from:

Jun, Shen and Ma Hanmin. *Easy Way to Learn Chinese Slang*. (1998). Ed. Song He. Beijing, China: New World Press. ISBN 7-80005-373-3

List of Slang Examples

Chinese	**American**
1. A two-faced character	1. Two-faced
2. A showy structure	2. Empty flower pot
3. To be sloppy	3. So-so
4. Cohorts in troublemaking	4. Partners in crime
5. A man's worth can not be measured by his looks just as sea water can not be measured in liters	5. Don't judge a book by its cover.
6. It's always the other mountain that looks higher	6. The grass is always greener on the other side.

Definitions

1. A dual character currying favor with both sides.
2. Something dazzling to the eye but has no practical value; describes an object as well as a person's behavior.
3. Okay; lack of care
4. Collaborating with others to cause trouble.
5. One should not judge a person only by his appearance.
6. Having an insatiable desire, thinking that circumstances are always better somewhere else.

**This list can be used for many activities:

1. examples of pairs of slang and their definitions
2. a matching exercise for students
3. give students only the Chinese slang and have students guess the American equivalent
4. give students both the Chinese and American slang and have them guess the definitions

Idioms
Expressions in Chinese and American Culture

Objectives:

- To define and identify idioms
- To provide students with the opportunity to discuss similarities and differences between the United States and China by comparing idioms in the two countries.

Materials:

Worksheet:
- Idiom Ideology
- List of Idioms
- The Definitions of Popular Chinese and American Idioms

Literature:
- Ciyun, Zhang. (1998). *Chinese Idioms and Their Stories*. Ed. L. Mingzhen. Beijing: Foreign Language Press.
- *The American Dictionary of Idioms*

Procedures/Activities:

- Have students read the background worksheet: Idiom Ideology
- Choose a Chinese idiom not on the list and pair it with an English equivalent, or create your own English idiom to go with it.
- Choose one Chinese idiom, write the story behind it and compare with the truth.

- The List of Idioms and their Definitions can be used for many activities:
  1. examples of pairs of idioms and their definitions
  2. a matching exercise for students
  3. give students only the Chinese idioms and have students guess the American equivalent
  4. give students both the Chinese and American idioms and have them guess the definitions

- Final Project:
  Cartoon and Narrative. Prepare a cartoon illustrating one pair of idioms. You may include two separate drawings. Write the idioms as captions to the cartoon (s). Compose two narrative stories explaining both the Chinese and American lore behind the pair of idioms. Present to the class.

Idiom Ideology

The expression contained in idioms is intricately linked to each individual culture and, although they are refined methods of expressing a specific meaning, the richness of this form of language is greatly enhanced by an understanding of the historical background to the origin of the phrase. Despite their different cultural backgrounds, Chinese and English are often surprisingly similar.

The Chinese language is especially rich in idioms where a suitable phrase can be found for every occasion. Chinese idioms abound in stories, many of which are now forgotten or unknown to modern society even though the idioms themselves are used every day.

The stories behind each idiom offer a humorous and fascinating insight into the cultural history of China. From paper tigers to praying mantis, to the music of nature and heavenly robes, these tales reveal aspects of Chinese thought and ancient customs.

Excerpt from:

Ciyun, Zhang. (1998). *Chinese Idioms and Their Stories*. Ed. L. Mingzhen. Beijing: Foreign Language Press.

List of Idioms

One interesting thing is that no matter how difficult two languages are, one can always find matching expressions.

Chinese	English
1. To cover Sichuan after capturing Gansu.	1. Appetite comes with eating. / Much will have more.
2. To play the lute to the cattle.	2. To beat your head against a brick wall. / To cast pearls before swine.
3. Spilt water can not be retrieved.	3. It's no use crying over spilt milk.
4. Try to draw a tiger but end up with the likeness of a dog.	4. Do not bite off more than you can chew.
5. A wily hare has three burrows.	5. A hare with only one hole is soon caught.
6. Putting a hand on the edge of an object to grasp both sides of it.	6. To run with the hare and hunt with the hounds.
7. Casting a brick to attract jade.	7. Using a minnow to catch a whale.
8. Please step into the vat of your own creation.	8. You've made your bed and now you must lie in it.
9. To grind an iron rod into a needle.	9. Grinding away at one's studies. / Keeping one's nose to the grindstone.
10. Hesitate before pelting a rat for fear of smashing the dishes beside it.	10. Burn not your house to rid it of the mouse.

The Definitions of Popular Chinese and American Idioms

1. greed knows no bounds; describes people who are greedy and nurture insatiable ambition
2. one should address the audience with languages familiar to them; someone is playing to the wrong audience, preaching to deaf ears or reading Shakespeare to a group of illiterate loggerheads
3. a wrong step can not be retaken or changed for the better, so don't worry
4. do not take on more than you can handle; do not reach for what is beyond your grasp
5. always have a backup plan
6. to try to please both sides of a disagreement
7. being clever enough to get something valuable by only providing something cheap in advance
8. one must accept the repercussions of one's acts
9. be a hard worker; be industrious
10. describes someone who hesitates to take action for fear of hurting innocent people or damaging things

Poetry – America's Ezra Pound and China's Li Tai Po

Ezra Pound's poem, "The River-Merchant's Wife: A Letter" is adapted from a Chinese poem by Li T'ai Po. Have students locate a copy of Li T'ai Po's poem. Students can make comparisons between the two poems. At the time that Li T'ai Po was writing, marriages in China were commonly arranged by family leaders rather than by the bride and the groom. Customs such as this one are often unique to a time and culture. In addition to a study on marriage customs, invite students to brainstorm American customs and research the same Chinese customs – annual festivals, young people's gathering places, decorated doorways on special holidays. As you discuss the similarities and differences, encourage the students to make parallels between the two cultures.

Fables – The Western World's "The Tortoise and the Hare" and China's "A Lame Turtle's Conquest"

The Chinese version of the Western world's "The Tortoise and the Hare," is called "A Lame Turtle's Conquest." Instead of a hare, the Chinese tortoise is pitted against six horses. Encourage students to make comparisons between the two fables, and to account for the differences by our variances in culture.

Sources of the fable:

Ancient Chinese Fables. (1996). [Yang Xianyi, Gladys Yang, et. al., Trans.]. Beijing: Foreign Language Press. ISBN 7-119-01882-5

Ciyun, Zhang. (1998). *Chinese Idioms and Their Stories*. Ed. L. Mingzhen. Beijing: Foreign Language Press. ISBN 7-119-01774-8

China in Economic Transition: Exploring the Merits of Market Economies

By James L. Jurgens
St. Xavier High School
Cincinnati, Ohio

Curriculum Project
Fulbright-Hays Seminars Abroad Program
China: Tradition and Transformation, 1999

Overview

Requiring two to four days of class time, this set of activities teaches students about the differences between command and market economies by using China as a case study. After reading background material, students chart the economic transition that has taken place in China in the past half century. Students then assume roles as contemporary Chinese university students and argue the merits of a market economy with a hard-line Maoist--a role played by the teacher.

Objectives

These activities, designed for a high school economics course, have the following objectives:

1. Students will be aware of the significant changes in economic policy that have occurred in China since 1949.
2. Students will be able to label economic policy changes in China since 1949 as demonstrating either a command or market approach.
3. Students will discern broad movements in the Chinese economy toward a command system in the 1950s and '60s and toward a market system in the 1980s and '90s.
4. Students will argue the advantages of a market system compared to a command system using modern China as a case study.
5. Students will refine their understanding of the economic concepts of benefits, costs, and tradeoffs.

Procedures

Phase 1: Identifying Command and Market Structures

Time required: one or two class periods

At the beginning of most high school economics textbooks is a section on types of economic systems, which students should be assigned to read. In this section, students will likely learn:

--that an economic system is a framework for deciding **what** products to produce, **how** to produce these products, and **who** shall receive these products

--that there are three types of economic systems: **traditional**, **command**, and **market**

--that real world economies are **mixed economies**--that even though one of these three approaches might be predominant in an economy, the other two approaches are also evident, perhaps to a lesser extent.

After completing this reading, students should complete Handout #1 alone or in groups of two or three. On this handout, students label thirteen economic policy changes in China as moving in the direction of either a command or market approach to economic decision making. China is a fitting focus for such an exercise because of the significant economic change that has occurred there since 1949 and because of the size and importance of the Chinese economy.

After students have completed Handout #1, explain that all modern economies are really mixed economies with elements of both command and market structures. But the mix will differ by country. For example, the U.S. is predominantly a market economy even though there are command elements within the American economy because of government economic regulation, spending, and ownership of productive resources. Cuba, on the other hand, is predominantly a command economy even though some economic choices in Cuba are based on market structures. You might want to illustrate this point further by drawing the following spectrum on the board:

I--I
pure command mixed pure market

Then ask a bright volunteer to place each of the following countries on this spectrum: U.S., Cuba, U.K., and Poland. (They should be arrayed on the spectrum from left to right in the following sequence: Cuba, China, Poland, U.K., and the U.S.) Emphasize that the mix of command and market elements within an economy can change over time; Poland, for example has shifted from the left to the center over the past decade. Most economies in recent decades have shifted to the market side. Ask students why they think this trend has occurred.

Then distribute copies of Handout #2, and explain that their task is now (working alone or in groups of two or three) to graph economic transition in China since 1950 based on their responses on Handout #1. To illustrate this task, you may want to make an overhead transparency of Handout #2 and graph the economic transition of the U.S. economy since 1950. You can show how the U.S. economy, even though it stays on the market side of the spectrum, moved to the left during the Great Society programs of the 1960s and environmental, worker safety, and affirmative action regulations of the '60s and '70s and then moved to the right with Reaganomics in the 1980s and welfare reform in the 1990s. Students are to begin their graph with the slash mark just under the word *mixed* and then draw a continuous line down to the year 2000 based on how they interpret the drift of the Chinese economy from 1950 to 2000. (If they have completed Handout #1 correctly, numbers 1, 2, 3, 5, and 6 should be marked C and the rest M. Handout #2 should show a drift to the left from 1950 to about 1975, then a drift to the right thereafter.)

Then have students read Handout #3, a brief economic history of modern China. Conduct a class discussion of the following questions:

1. Mao Zedong, the leader of the Chinese Revolution of 1949, died in 1976. By 1978 Deng Xioaping was regarded as the "paramount leader" of China. How would you contrast these two leaders and their economic policies? Which leader's policies seem more in line with Marxist ideology?

2. How would supporters of Deng Xiaoping justify his shift in economic policies? What do you think motivated this shift more than anything else?

3. How did Sino-American relations change after the death of Mao? Why?

4. Some scholars argue that market economies can thrive only in societies that have democratic political systems--that political and economic freedom go hand in hand. Do you agree? Does this generalization apply to China? Will the Chinese Communist Party be forced to give up its monopoly on political power in the future? Or has the authoritarian nature of the Chinese government promoted strong economic growth in a way that the democratic government of Russia has been unable to do?

Phase 2: Simulation
time required: one or two class periods

You and your students can then participate in a simulation that explores both the benefits and costs of moving from a command to a market economy. The setting for this simulation is a political and economic seminar at a contemporary Chinese university. Students play the roles of Chinese university students who favor the reforms of Deng Xiaoping. Each student receives one of fifteen roles described on Handout #4. The teacher plays the role of a 60-year-old political science professor and hard-line Communist Party member named Wo Aimao (waw eye-mou, which means "I love Mao" in Mandarin Chinese). Ideally the teacher should have props to convey this point of view: perhaps a Mao hat, a Mao button, a little red book of *The Quotations of Chairman Mao,* a red shirt or armband, a poster of Mao Zedong, a Chinese national flag, etc. . Wo Aimao is a bitter opponent of Deng Xiaoping's reforms and argues for the more orthodox Marxist policies of Mao Zedong.

Students should prepare for the simulation by reviewing Handout #3 and the section(s) in their economic textbooks that describe the advantages of a market economy. You may want to review and clarify points in these readings before you continue. Each student should then be given one of the role descriptions cut from Handout #4. Students may also need a brief background on the nature and value of classroom simulations and the importance of role playing. It is assumed that the concepts of **benefits, costs**, and **tradeoffs** have already been covered in class.

On the day of the simulation, begin as Professor Wo Aimao by making an opening statement such as the following:

> Good morning (afternoon), students. My name is Professor Wo Aimao, and for the past 35 years I have been a member of the Political Science Department here at the university. The topic of today's seminar is the reform program of Paramount Leader Deng Xiaoping. Comrade Deng, as you know, passed away in 1997 after guiding China for nearly twenty years after the death of Mao Zedong in 1976. No one doubts the enormous impact these reforms have had on our country over the past two decades. I must, however, frankly state my position at the outset of today's seminar. Although I concede that some economic growth has occurred in China as a result of Deng's reforms, by and large I believe that his reforms have caused more harm than good. From a moral and social perspective I am convinced that China is weaker and far more corrupt today than it was during the leadership of Mao Zedong. I am proud to be a lifelong member of the Communist Party, a staunch Marxist, and enthusiastic follower of Mao Zedong,

> whose Little Red Book I carry with me at all times. I know my position is regarded as old fashioned and outdated by most of my university colleagues. But I am convinced that history is on my side and that Mao's thought will prevail in the long run over the capitalistic decadence that is infecting our country right now. Though I will defend my point of view rigorously, I invite your frank comments and criticisms. It is only through the honest exchange of views that the truth will prevail. I encourage each one of you to participate in this dialog at any time by raising you hand and sharing your views.

One technique I have used in the past is to give a trustworthy student a class list and instruct him to keep track of who speaks. Students are then forewarned that they will receive a grade for their participation. Wo Aimao's position should be staunch, hard-lined, radically Marxist and Maoist, and unyielding so as to provoke contrary arguments from the students. Continue to argue and present your position as long as students continue to defend Deng's market-oriented reforms. Argue the following points in opposition to Deng's policies, listing each argument on the board (perhaps only the words in bold type) as you proceed:

--**Economic polarization** has increased.

--**Unemployment** has gone **up** as the guaranteed right to life-long employment has been eliminated.

--**Less security** exists **for** the majority of **workers**. **Benefits** such as guaranteed employment, subsidized housing, and pensions are **disappearing**.

--**Good education** is becoming **more elitist** as preferential treatment for farmers and the working class has been eliminated

--**Some rural families cannot successfully bid for contracts to farm public land** and are forced to look elsewhere for employment.

--**Migration of the poor** continues from the countryside **to the cities** as fewer farm workers are needed. As a result cities have become more crowded and crime ridden. There are more beggars, petty criminals, and prostitutes, and slum have expanded (--->**more social problems**).

--**Pollution and traffic congestion** are increasing at alarming rates.

--**Selfish materialism** has replaced humanistic moral values. The focus is now on getting rich, not helping the masses of workers and farmers.

--**Political corruption** is increasing; often bribery is required for even routine government action. Party idealism has virtually disappeared.

--**China** is becoming **debased by the growing influence of western capitalism**. It is losing its moral compass rooted in the enlightened principles of Mao.

--The **Chinese** people are **becoming soft**, more dependent on the West, and as a result **more susceptible to western domination** and exploitation. Look at the young.

Conclude by thanking students for their active participation in the seminar and especially for their candor in expressing their views.

A short debriefing session should follow the simulation. Once again, explain that you were role playing a position that you did not necessarily agree with in order to encourage students to present opposing arguments in favor of market reforms. You might want to restate and list the major arguments presented by students in the simulation.

At this point, you may also want to review the concepts of **benefits, costs,** and **tradeoffs** and relate these to the simulation. You could say something like the following:

> We have just considered and listed some of the benefits of a market economy for China and every other country. But the concept of tradeoffs tells us that every economic choice involves not only benefits but also costs. The role I played in the simulation--Professor Wo Aimao--made us aware of the costs China has paid in moving toward a market economy under Deng Xiaoping. What were some of these costs? Or in other words, what were some of the benefits of a command economy that China gave up by moving toward a market economy? . . . Do you think the benefits for China outweigh the costs?

You can conclude this exercise by reminding students that the Chinese economy, like every other national economy, will continue to change. Furthermore, many of the issues studied in any course of economics will involve the same fundamental controversy faced in this simulation--the appropriate role of government in the economy.

Sources

China: Opposing Viewpoints. San Diego: Greenhaven Press, 1989.

Fairbank, John King. *China: A New History.* Cambridge, MA: Harvard University Press, 1992.

Spence, Jonathan D. *The Search for Modern China.* New York: W. W. Norton, 1990.

Starr, John Bryan. *Understanding China.* New York: Hill and Wang, 1997.

"The Long March to Capitalism." *Economist*, 13 Sept. 1997: 23-26

Wu, Liguang. "Economic Reforms in China." *The Senior Economist* Nov. '93: 3-5.

Yergin, Daniel, and Joseph Stanislaw. *The Commanding Heights.* New York: Simon & Schuster, 1998.

Handout #1: Worksheet on Identifying Economic Systems

China has undergone significant economic changes since the Communist Revolution of 1949. Listed below are examples of such changes. Next to each, indicate whether this change demonstrates a movement toward a command (C), or a market (M) approach to making economic choices.

_ _ 1. In 1950 farm land was seized from wealthy landlords without compensation and divided up among 300 million poor farmers.

_ _ 2. By the mid 1950s all business enterprises were owned either wholly or partially by the state. The Chinese industrial economy was directed by government bureaucrats according to a comprehensive five-year economic plan covering all aspects of the production process. This plan dictated the amount of raw materials to be processed, the amount of energy to be generated, and the amount of manufactured goods to be produced, as well as prices, wages, the allocation of labor, and investment.

_ _ 3. By the mid 1950s farmland was pooled into cooperatives of several hundred households each. Production decisions were made by administrators appointed by the Communist Party, and farmers were paid on the basis of the work they performed.

_ _ 4. About 5% of the land of these cooperatives was set aside for private plots where individual farmers grew their own food and raised their own poultry and hogs. They could consume this food or sell it in local markets at whatever price they could get.

_ _ 5. During the Great Leap Forward of 1958-59, smaller cooperatives were consolidated into much fewer huge cooperatives. Private plots and rural open markets were eliminated. Individual families no longer cooked their own food or watched their own children. Farmers ate their meals in large dining halls, and their young children were cared for in large commune nurseries. (Massive starvation made these changes short lived.)

_ _ 6. Graduates of technical training schools in the 1960s were assigned a position in a state enterprise and were given lifetime job security. Transfers to other positions were usually impossible.

_ _ 7. Beginning in the late 1960s, local townships and villages began to set up their own productive enterprises. These were managed by local officials independent of the national government. Profits could be reinvested in the enterprise or used to provide benefits or bonuses for the workers.

_ _ 8. Under the "household responsibility system" initiated by Deng Xiaoping in the late 1970s, individual households were able to lease plots of land from their local commune for long periods of time. Farmers worked their leased land as if it were their own. "Rent" was paid in the form of a contracted amount of grain to be sold to the state each year at below-market prices. Everything produced over and above this contracted amount could be sold at market prices.

_ _ 9. China in the late 1970s gave up its policy of isolated self-sufficiency and began to encourage international trade and the importation of technology. Foreign investors and corporations were able to set up joint ventures with Chinese enterprises or even build their own production facilities on land leased from the state.

_ _ 10. During 1980s, managers of state-owned enterprises were given the authority to make production and pricing decisions independent of national government ministries. The profits of these enterprises were no longer turned over to the government. Instead the earnings were taxed, and then managers could use the net profit for reinvestment, bonuses, or worker benefits.

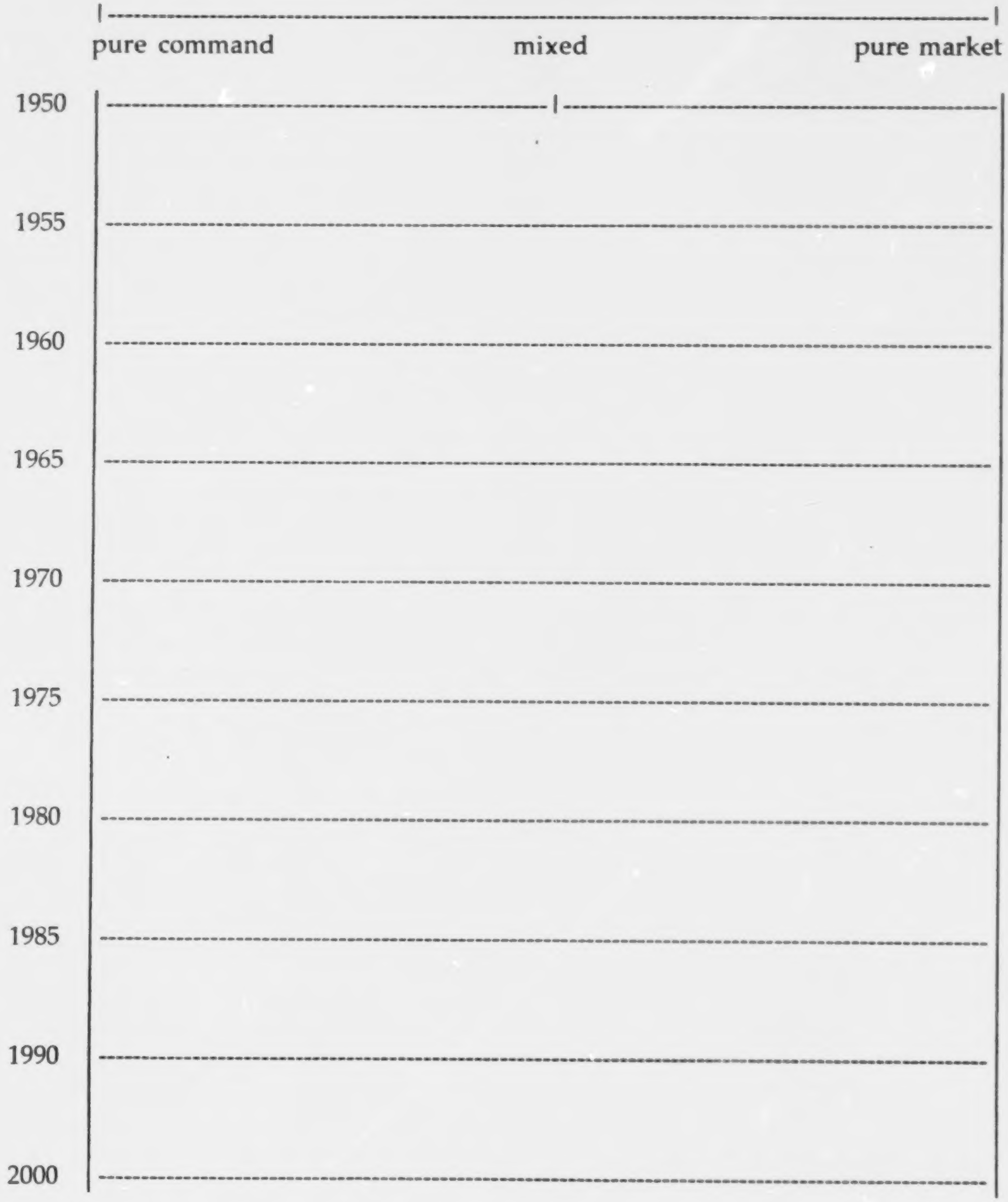
_ _ 11. Reforms implemented in the 1980s allowed individual Chinese to set up their own small businesses and even employ other workers.

_ _ 12. Beginning in the 1980s, rural workers were free to leave their villages and migrate to cities to find employment. Most became low-paid temporary workers with no benefits or job security.

_ _ 13. Unemployment in the 1990s increased as state-owned enterprises were downsized (i.e., unneeded workers were laid off). Workers in state owned enterprises received fewer fringe benefits than in the past and could no longer count on lifetime employment.

Handout #2: Graphing China's Economic Transition

Using the data from Handout #1, graph (from top to bottom, beginning with the "|" mark at 1950) the position of the Chinese economy on the command/market spectrum. Your teacher will demonstrate this exercise using the U.S. as an example.



HANDOUT #3: MODERN ECONOMIC HISTORY OF CHINA

excerpted from the Department of State *Background Notes,* 1998
(www.state.gov/www/background_notes/china)

The People's Republic of China

In Beijing, on October 1, 1949, Mao Zedong proclaimed the founding of the People's Republic of China. The new government assumed control of a people exhausted by two generations of war and social conflict, and an economy ravaged by high inflation and disrupted transportation links. A new political and economic order modeled on the Soviet example was quickly installed. In the early 1950s, China undertook a massive economic and social reconstruction. The new leaders gained popular support by curbing inflation, restoring the economy, and rebuilding many war-damaged industrial plants. The CCP's authority reached into almost every phase of Chinese life.

The "Great Leap Forward" and the Sino-Soviet Split

In 1958, Mao broke with the Soviet model and announced a new economic program, the "Great Leap Forward," aimed at rapidly raising industrial and agricultural production. Giant cooperatives (communes) were formed, and "backyard factories" dotted the Chinese landscape. The results were disastrous. Normal market mechanisms were disrupted, agricultural production fell behind, and China's people exhausted themselves producing what turned out to be shoddy, unsalable goods. Within a year, starvation appeared even in fertile agricultural areas. From 1960 to 1961, the combination of poor planning during the Great Leap Forward and bad weather resulted in famine. The already strained Sino-Soviet relationship deteriorated sharply in 1959, when the Soviets started to restrict the flow of scientific and technological information to China. The dispute escalated, and the Soviets withdrew all of their personnel from China in August 1960. In 1960, the Soviets and the Chinese began to have disputes openly in international forums.

The Cultural Revolution

In the early 1960s, State President Liu Shaoqi and his protege, Party General Secretary Deng Xiaoping, took over direction of the party and adopted pragmatic economic policies at odds with Mao's revolutionary vision. Dissatisfied with China's new direction and his own reduced authority, Party Chairman Mao launched a massive political attack on Liu, Deng, and other pragmatists in the spring of 1966. The new movement, the "Great Proletarian Cultural Revolution," was unprecedented in Communist history. For the first time, a section of the Chinese Communist leadership sought to rally popular opposition against another leadership group. China was set on a course of political and social anarchy which lasted the better part of a decade. In the early stages of the Cultural Revolution, Mao and his "closest comrade in arms," National Defense Minister Lin Biao, charged Liu, Deng, and other top party leaders with dragging China back toward capitalism. Radical youth organizations, called Red Guards, attacked party and state organizations at all levels, seeking out leaders who would not bend to the radical wind. Gradually, Red Guard and other radical activity subsided, and the Chinese political situation stabilized along complex factional lines.

The Post-Mao Era

Mao's death in September 1976 removed a towering figure from Chinese politics and set off a scramble for succession. Former Minister of Pubic Security Hua Guofeng was quickly confirmed as Party Chairman and Premier. A month after Mao's death, Hua, backed by the PLA, arrested Jiang Qing and other members of the "Gang of Four." After extensive deliberations, the Chinese Communist Party leadership reinstated Deng Xiaoping to all of his previous posts at the 11th Party Congress in August 1977. Deng then led the effort to place government control in the hands of veteran party officials opposed to the radical excesses of the previous two decades.

The new, pragmatic leadership emphasized economic development and renounced mass political movements. At the pivotal December 1978 Third Plenum (of the 11th Party Congress Central Committee), the leadership adopted economic reform policies aimed at expanding rural income and incentives, encouraging experiments in enterprise autonomy, reducing central planning, and establishing direct foreign investment in China. After 1979, the Chinese leadership moved toward more pragmatic positions in almost all fields. The party encouraged artists, writers, and journalists to adopt more critical approaches, although open attacks on party authority were not permitted. In late 1980, Mao's Cultural Revolution was officially proclaimed a catastrophe.

Reform policies brought great improvements in the standard of living, especially for urban workers and for farmers who took advantage of opportunities to diversify crops and establish village industries. Literature and the arts blossomed, and Chinese intellectuals established extensive links with scholars in other countries. At the same time, however, political dissent as well as social problems such as inflation, urban migration, and prostitution emerged. Although students and intellectuals urged greater reforms, some party elders increasingly questioned the pace and the ultimate goals of the reform program.

Deng's renewed push for a market-oriented economy received official sanction at the 14th Party Congress later in the year as a number of younger, reform-minded leaders began their rise to top positions. Deng and his supporters argued that managing the economy in a way that increased living standards should be China's primary policy objective, even if "capitalist" measures were adopted. Though not completely eschewing political reform, China has consistently placed overwhelming priority on the opening of its economy.

Economic Reforms

Since 1979, China has been engaged in an effort to reform its economy. The Chinese leadership has adopted a pragmatic perspective on many political and socioeconomic problems, and has sharply reduced the role of ideology in economic policy. Consumer welfare, economic productivity, and political stability are considered indivisible. The government has emphasized raising personal income and consumption and introducing new management systems to help increase productivity. The government has also focused on foreign trade as a major vehicle for economic growth.

In the 1980s, China tried to combine central planning with market-oriented reforms to increase productivity, living standards, and technological quality without exacerbating inflation, unemployment, and budget deficits. China pursued agricultural reforms, dismantling the commune system and introducing the household responsibility system that provided peasants greater decision-making in agricultural activities. The government also encouraged non-agricultural activities such as village enterprises in rural areas, and promoted more self-management for state-owned enterprises, increased competition in the marketplace, and facilitated direct contact between Chinese and foreign trading enterprises. China also relied more upon foreign financing and imports.

During the 1980s, these reforms led to average annual rates of growth of 10% in agricultural and industrial output. Rural per capita real income doubled. China became self-sufficient in grain production; rural industries accounted for 23% of agricultural output, helping absorb surplus labor in the countryside. The variety of light industrial and consumer goods increased. Reforms began in the fiscal, financial, banking, price setting, and labor systems. China's key task in the 1990s was to create a "socialist market economy." Continuity in the political system but bolder reform in the economic system were announced as the hallmarks of the 10-year development plan for the 1990s.

Despite China's impressive economic development during the past two decades, reforming the state sector remains a major hurdle. Over half of China's state-owned enterprises are inefficient and reporting losses. During the 15th National Congress of the Chinese Communist Party that met in September 1997, President Jiang Zemin announced plans to sell, merge, or close the vast majority of SOEs in his call for increased "public ownership" (privatization in euphemistic terms).

Environment

A harmful by-product of China's rapid industrial development in the 1980s has been increased pollution. Although China has passed environmental legislation and has participated in some international anti-pollution conventions, pollution will be a serious problem in China for years to come.

Foreign Investment

Foreign investment stalled in late 1989 in the aftermath of Tiananmen. In response, the government introduced legislation and regulations designed to encourage foreigners to invest in high-priority sectors and regions. Opening to the outside remains central to China's development. Foreign-invested enterprises produce about 40% of China's exports, and China continues to attract large investment inflows.

Handout #4: Simulation Role Descriptions for Students

Role 1: You are a middle-class university student from Guangzhou. Your parents both work for the Procter and Gamble Co. at their national headquarters there. Your father is a mid level executive and your mother an accountant. Your province of Guangdong, adjacent to Hong Kong, has prospered significantly over the past two decades as a result of Deng Xiaoping's reforms, and your family is well off by Chinese standards. P&G treats its Chinese employees well.

Role 2: You come from a rural area of Jiangxi Province where your parents are both farmers. Since secondary schools in the countryside are generally inferior, fewer than a fourth of the students at this university are the sons and daughters of farmers--even though over 75% of China's workers are farmers. Because you are bright and hardworking, you were able to overcome the odds, do well on the national university entrance exam, and be admitted to this university. Your parents have told you how much life has improved under the household responsibility system. Most of the output on your family's plot is now sold on the open market. As a result, your family now can afford a color television, VCR, refrigerator, and several bicycles--luxuries unheard of for rural families during the Mao era.

Role 3: You come from the small town of Zhangqiu not far from Jinan in Shandong Province. Most people in your town, including your father, work for one of a handful of collectively owned businesses known as VTEs--village and township enterprises. Your father is the assistant manager of a small textile plant owned by the township, and your mother is an elementary school teacher. As one of the key decision-makers of the enterprise, your father helps to decide how the enterprise's profits are to be allocated--whether to expand and modernize the plant, increase fringe benefits, or pay workers bonuses. Your family lives in a comfortable home which is among the newest and nicest in the town. Your father's connections will probably enable you to become a junior manager at one of the town's enterprises when you graduate.

Role 4: Your come from the city of Xi'an where your family of artists owns a small art shop. Most of their customers are Chinese and foreign tourists visiting the renowned Great Mosque nearby. Your family leases the shop space from the municipal government but otherwise are true entrepreneurs producing artwork and selling it to the public as private business enterprise. You, your parents, and your older sister work long hours but enjoy a modest but comfortable lifestyle from the family business. After getting your degree in art, you hope to return to Xi'an, paint, and expand your family's business to a second location. Before Deng Xiaoping's reforms, private businesses like your family's were illegal.

Role 5: You are a graduate of one of the elite high schools in Shanghai where your parents work for a state owned enterprise that makes clothing. Your father is a shop floor supervisor and your mother a designer. Significant changes have occurred in the past few years. Your parents recently purchased your family's apartment from the enterprise--part of an residential complex that until recently was owned by the enterprise and rented to employees like your parents at subsidized rents. To raise capital for expansion, the enterprise recently issued stock that your parents invested in. Unlike many state owned enterprises, your parents' company has consistently made a profit, and there are persistent rumors that the company will be completely privatized in a few years. Your parents are saving their money so that they might be in a position to purchase additional stock if this happens. Shanghai's booming local economy is pushing up the value of both residential real estate in the city and the stock prices of local companies.

Role 6: You are a graduate of an elite high school in Beijing where your father is an English teacher. Your mother is also a teacher at a local elementary school. Both of your parents supplement their very modest teaching salaries by teaching on the side; your father teaches English several evenings a week to young businessmen and women seeking to enhance their language skills. Your mother offers private piano lessons. Fees from these private lessons account for over a third of your family's income. Like your father, you have a gift for languages, and are currently an English major. You hope to use your English skills working for a foreign corporation after you graduate.

Role 7: You come from Tianjin where your father is a civil engineer who works for the municipal government and your mother is a clerk at a department store owned by the state. Your father received his masters degree in engineering from the University of Cincinnati in the U.S. where he lived for two years before returning to Tianjin and marrying your mother. You intend to follow in your father's footsteps by getting your degree in engineering and then applying for a state scholarship to study in the U.S. Because your father has been a life-long member of the Communist Party you hope that his connections will enhance your chances of receiving one of these highly competitive scholarships. Unlike your father, however, you hope to work for a private firm where salaries are much higher.

Role 8: You are an accounting major from the interior city of Chengdu on the Yangtze River. Your father is a loan officer for one of the state owned banks, and your mother is a bookkeeper for a local state-owned enterprise that manufactures machinery. You have often heard your parents discussing what they consider to be the dangerous practice of state banks "lending" money to inefficient and unprofitable state enterprises to cover their operating losses. Your father believes that banks in China should be gradually privatized and that lending should be based on the credit worthiness of lenders rather than on political considerations.

Role 9: You come from a rural area of Hubei Province where your mother is a nurse at the local clinic and your father is a local government official in charge of overseeing agricultural production for the township. You have often heard your father boast that Deng's household responsibility system has led to nearly a doubling of agricultural output in the township since the early '80s when your father began his career. Farmers in your area have prospered as a result. Since 30 year leases of land are now common, farmers regard this land as their own property and are making production decisions based on what will maximize their income. Your father has also worked hard to link farmers of the township with markets that will give them the best prices for their output. You particularly admire your father for his refusal to accept bribes and kickbacks that other local officials seem to demand. You intend to follow in his footsteps as an agricultural administrator by majoring in agrarian economics.

Role 10: You come from Fuzhou in Fujian Province, a region that has prospered under the reforms of Deng Xiaoping. Your parents are entrepreneurs--part of a new and prospering group in southeast China. State owned enterprises are selling off apartments they once provided for their workers to individual owners. As a result, there is currently in Fuzhou a high demand for kitchen remodelers. Your father is a skilled carpenter and your mother an electrician. Both of them had worked for state owned construction companies. Two years ago they decided to take a risk to form their own kitchen remodeling company. Because of their reputation for quality work, they have a backlog of customers. Their problems stem from the red tape they must go through to get necessary supplies from state enterprises and permits from local government agencies. Often bribes must be paid to local officials in addition to the heavy rate of taxation that private firms must pay on their earnings. In spite of these obstacles, your parents' business has prospered in two years. You, however, are not interested in working with your parents and hope instead to become an architect.

Role 11: You are a member of an underground democracy movement on campus and are considered by your classmates to be a free thinker, a trait you picked up from your parents. Your mother is a free-lance writer and your father a professor of sociology. You see your nation's leaders as Communist in name only, motivated by practical belief that economic growth will give China greater respect and power in the world. It is your profound hope that recent policies allowing greater economic freedom will eventually lead to democracy as happened in South Korea, Singapore, and Taiwan. You support market reforms not because they will allow the rich to get richer--a situation you deplore--but because you hope that greater economic freedom will necessarily lead to greater political freedom. You are encouraged by the recent institution of free, competitive elections in many rural villages and hope this experiment in democracy becomes broader.

Role 12: You come from the city of Jinan where both of your parents work for a large state owned steel plant. Like many large state owned enterprises, this plant has yet to make a profit; its losses are covered by loans from state owned banks. In the past your parents could be assured of life-long job security and comfortable fringe benefits, which included your own education at quality schools run by the enterprise. You, therefore, have mixed feelings about Deng's market-oriented economic reforms. One the one hand, you recognize that major industrial enterprises in China must modernize and become more efficient if they are to compete in the global economy. On the other hand, your parents' jobs could very well be eliminated if downsizing occurs, especially if the plant is privatized. You are pursuing a program in business management.

Role 13: Coming from Yunnan, one of the more remote provinces of China, you are struck by how much more developed the eastern urban regions of China are than your home province. Your father is a foreman in a small brick factory owned by the local township, and your mother does most of the farming on your family's plot leased from the township. Your parents tell you that life is better now as a result of Deng Xiaoping's reforms, but you are convinced that your province will never match the economic growth of the eastern provinces unless government enterprises are privatized and foreign investment is attracted to Yunnan. Because your province is dominated by ethnic minorities rather than by Han Chinese, you suspect that the leadership in Beijing is less interested in economic growth for your region.

Role 14: Your pursuit of a university degree was never an option for you since your parents are both professors at Beijing Norman University, one of the top universities in China. Your mother teaches English literature, and your father is an economist with a Ph.D. from Stanford University. Unlike most students your age, you have had the opportunity of traveling abroad--to Japan, Europe and the U.S.--and are fluent in English. You are well aware of the economic dynamism of these Western nations and are convinced that China is capable of similar economic development in the 21st century so long as it continues in the direction begun by Deng Xiaoping. You greatly admire the entrepreneurial spirt of Hong Kong and are convinced that all of China must eventually imitate the economic structures of this newly annexed province. International business is your major.

Role 15: You come from Beijing where your father is a lawyer and your mother is a physician. You have grown up with a rather negative attitude toward the Communist Party because of the the many stories you have heard about your grandfather's persecution and imprisonment during the Cultural Revolution for being a "rightist." Your father's many private outbursts against corruption in the local courts--bribery, favoritism, arbitrary judgments--have reinforced your anti-party views, which you tend to keep to yourself. Like your father, you believe that China's economic development requires a rule of law similar to that which exists in Hong Kong. You are following in your mother's footsteps by studying medicine.

Rural to Urban Migration

Marianne Kenney, Colorado Department of Education

Level: 9-10

Connections to the Curriculum: This performance assessment could be used in a World Geography, World History, Sociology, or Current Affairs Course

Inquiry Questions:

- How does China deal with problems of rural to urban migration?
- Why do rural people decide to migrate to cities in China?
- What problems occur with the growth of big cities in China?
- How do policies on migrant laborers in China effect choosing jobs and keeping family ties?

National Geography Standards: Students know....

9 the characteristics, distribution, and migration of human populations on earth's surface

12 the processes, patterns, and functions of human settlement; and

18 how to apply geography to interpret the present and plan for the future

Overview:

More and more of the earth's people are living in cities. In developing countries, rapid industrialization and urban growth cause numerous challenges as we enter the new millennium. Development that is responsible, taking into consideration future generations is critical if a truly sustainable world community is to be realized.

Urban centers are especially being affected by this growth and development. Various factors are luring people from rural to urban areas. The phenomenon of rural to urban migration is a common one throughout developing countries and poses a variety of problems for urban planners and government officials in those cities. Providing adequate water supply, educational and social services, health care are also important challenges facing developing countries.

China will be used as a case study in this performance assessment. The world's most populous country, China is experiencing the largest, and perhaps the fastest, rural to urban migration in human history. This is taking place in a unique social, political, and economic setting shaped by three decades of central planning and fifteen years of market-oriented economic transition. Particularly the policy factors of the *hukou* (household registration) system and the rural household responsibility system (HRS) have created huge "floating populations" in Chinese cities.

Student scenario:

If you were a Chinese government official, how would you attack the problem? You have been asked to recommend a plan of action to deal with the acute overcrowding in various Chinese cities. Assume that you will present your recommendation to the central government. You are considering four government programs to reduce the problems of this growth while achieving the goals of:

- balance economic, political, and social opportunities between rural and urban areas;
- gain greater economic development and increases efficiency in the use of resources.

In your recommendation of a program you must also include:

- explanation of the factors that led to the current situation. Why are so many people migrating to Chinese cities?
- a geographical analysis of the impact on various Chinese cities of the influx of migrants?
- a graphic to assist in understanding your recommendation of a program
- a detailed written recommendation of a program including justification. Consider what processes and patterns may emerge
- focus on impact on cities with specifics such as water, sanitation, transportation, education, health care and housing.

Time allotment: 100 to 150 minutes

Prior Learning:
This is a culminating assessment on a unit focusing on urban growth and rural to urban migration using China as a case study. Students come to the assessment having an understanding of:

- "push/pull factors" the political, economic, and social factors that contribute to urban migration;
- ability to analyze the function of cities;
- the government regulations in China of the *hukou* (household registration) system and the rural household responsibility system (HRS);
- knowledge of alternative urban structures in providing basic services; and
- how to use geographic knowledge, skills, and perspectives to analyze problems and make decisions.

Why do rural Chinese migrate to urban areas?

The following reading offers two case studies illustrating reasons given by two rural Chinese for moving to the city of Beijing.

Yang came to Beijing at the age of 19 to search for "better opportunities." At 17, Yang had already left his birthplace, a farm and moved to the nearest city. He had a brother in Beijing who visited him and described all the advantages in Beijing, including better salaries and better education. He was willing to take a low-status job at lower wages than a permanent resident in order to get the advantage of improved education. It was still better than the countryside. In his mind that was a dead end.

Another example is Lan, who came to Beijing when she was 25. She was married to an abusive husband and had a young child. Relatives had arranged for her to go to the home of a wealthy family in Beijing as a maid. She returns to her village occasionally, but always in fear of seeing her husband again.

China's cross-provincial border labor migration by region

Sending Region	Receiving Region							
	Eastern	Central	Western	Total	Eastern	Central	Western	Total
Eastern	71.4	21.8	6.8	100.0	31.5	39.0	15.1	27.2
Central	79.2	18.9	1.9	100.0	47.3	45.6	5.9	43.3
Western	52.2	9.4	38.4	100.0	21.2	15.4	79.0	29.5
Total	72.6	13.1	14.3	100.0	100.0	100.0	100.0	100.0

Geographers identify patterns in data. You can begin to speculate what causes the patterns. This speculation (what scientists call hypothesizing) forms the heart of geographer's inquiry. Sometimes patterns aren't perfectly clear, so it is important to take some risks by guessing.

Bibliography:

Bazzoli, Fred. By the Numbers, China and US Demographics. http://www.night.net/rosie/9802-demographics.htn.

Hill, A. David, Dunn, James, and Klein, Phil. Urban Growth. Regional Case Study: Latin America. Geographic Inquiry into Global Issues. Chicago: Britannica, 1995.

Kenney, Marianne. Personal interviews in Beijing.

Wu, Harry X and Zhou, Li. Research on Rural to Urban Labor Migration in the Post Reform China: A Survey. http://www.adelaide.edu.au/CERU/wrkpprs/migrpt2.ps.

Zhiming, Chen. "China Explores Potential of Rural Areas," China Daily, July 6, 1999 p.5.

Zhiming, Chen. "Government Ponders Action on Rural Consumption," China Daily, July 8, 1999 p.5.

Teacher Administration Instructions:

Once the students have mastered the objectives outlined in the "prior learning" they are ready for this assessment.

DAY ONE: **Instructions and Preparation Time**

Hand out and discuss the rubric on which student assessments will be scored. Explain the "Data Acquisition Chart" for analyzing current growth problems in cities. Distribute all materials to students and carefully go over the scenario, their role, the materials they will use, product they are to create, and how they will be graded. Once you have explained the assessment, allow any remaining time to work with a partner and work on the graphic organizer together.

DAY TWO: **Assessment**

Redistribute the instructions and rubric. Clarify any student questions before they begin. Students may begin working immediately.

Student Instructions:

If you were a Chinese government official, how would you attack the problem of rural to urban migration? You have been asked to recommend a program to deal with the migration and acute overcrowding in various Chinese cities. Assume that you will present your recommendation to the central government. You are considering four government programs to reduce the problems of this growth while achieving the goals of:

- balance economic, political, and social opportunities between rural and urban areas;
- gain greater economic development and increases efficiency in use of resources.

Which if the following four programs offers the greatest potential for achieving these goals:

1) More de-regulation of small manufacturing enterprises that would allow households to relocate their labor to the non-agricultural sector at least *within the rural area*. Send teachers from the cities to rural school to upgrade the educational system.
2) Gradual decontrol over the migration to smaller urban areas, but they must keep their *hukou* or residential status.
3) Make agricultural reform a priority. A revitalized agricultural sector could hold farmers on the land and contribute significantly to the economy.
4) Spend money on transportation and water systems that fallen into disrepair in large cities. Improve sanitation systems and upgrade existing water facilities.

In your recommendation of a program you must also include:

- explanation of the factors that led to the current situation. Why are so many people migrating to Chinese cities?
- a geographical analysis of the impact on various Chinese cities of the influx of migrants?
- a graphic to assist in understanding your recommendation of a program
- a detailed written recommendation of a program including justification. Consider what processes and patterns may emerge.
- focus on impact on cities with specifics such as water, sanitation, transportation, education, health care and housing.

DATA Acquisition Chart

Urban Problem	**Causes**	**Consequences**	**Recommendation**
Overpopulation			
Lack of water			
Inadequate sanitation			
Inadequate health care			
Inadequate transportation			
Air and water pollution			
“Pull” factors			

Rural to Urban Migration in China

		Advanced	Proficient	Basic	Limited
Criteria	Weight	4	3	2	1
Knows the characteristics that cause migration to Chinese cities from rural areas	x2	Insightfully and accurately identifies pull factors that draw rural dwellers to urban areas and explains the linkages between those factors.	Accurately identifies pull factors that draw rural dwellers to urban areas.	Some attempt to identify pull factors that draw rural dwellers to urban areas.	Little or no evidence of identifying the pull factors that draw rural dwellers to urban areas
Knows the impact of in-migration to Chinese cities from rural areas	x2	Insightfully analyzes geographic impact of in-migration on Chinese cities, connecting geographic concepts.	Recognizes some of the geographic impacts of in-migration on Chinese cities.	Inconsistent analysis of the geographic impact of in-migration on Chinese cities.	Unable to list the geographic impact of in-migration on Chinese cities.
Applies geography to support a solution to the problem of in-migration to Chinese cities from urban areas.	x4	Supports with evidence and uses prior knowledge to recommend a plan of action to cope with in-migration to Chinese cities.	Supports with evidence a recommendation of action to cope with in-migration to Chinese cities.	Some attempt made to support a recommendation of action to cope with in-migration to Chinese cities.	Little attempt made to support a recommendation of action to cope with in-migration to Chinese cities.

The Voyage of Thought Across China and the Middle East

Marianne Kenney, Colorado Dept. of Education
Field Tested by Adrea Lawrence, Littleton Public Schools

Grade Level: 9th to 11th grade

Connections to the Curriculum:
This assignment may be administered following a unit on the major belief systems (religious and philosophical traditions) of the Middle East and China.

Inquiry Question:
How have Islam, Taoism, Confucianism shaped the cultures and societies where they are the primary belief system?

Colorado History Standards Assessed:

Students:

1.3 use chronology to examine and explain historical relationships
2.2 know how to interpret and evaluate primary and secondary sources of historical information
3.2 understand the history of social organizations in various societies
6.2 know how societies have been affected by religions and philosophies

Overview:

In this assessment, the student will answer the above inquiry question through the following scenario. S/he will imagine s/he is traveling with his/her mentor and companion of Ibn Battuta, the famous Muslim explorer and scholar. So that his pupils in Tangier may learn of his (and the student's) experiences and insight, he has asked for the student to keep a journal of their travels from China, highlighting the several of the major belief systems (Islam, Taoism, and Confucianism) in the areas of their travels to back home. In the journal, the student will evaluate the impact of the belief systems on China's society and identify and analyze a literary excerpt from Confucianism and Taoism, revealing to Battuta's pupils the similarities and differences between the belief systems.

Materials needed:

- map of Asia showing Ibn Battuta's route and the place about which his students are to write
- graphic organizer for the belief systems and how they shaped societies
- rubric
- literary examples

Time: 100 – 120 minutes

Prior Learning:

- using and interpreting maps
- chronological development of the belief systems
- interaction of people wit belief systems
- major tenets of Taoism and Confucianism
- understand how China works as a society – its society organization
- understand the influence of belief systems of social organization – how social organizations reflect belief systems
- analyze literary excerpts from Islam, Taoism and Confucianism, understanding what makes them representative of that belief system
- discuss and understand how each society might react to foreigners.

Teacher Administration Instructions:

DAY ONE

Distribute all materials for the assessment to the students and carefully go over the scenario, their role, the materials they will use, product they are to create, and how they will be evaluated. Be sure to read the "proficient" column to the class.

Explain that students will work individually for both days of the assessment, and that all materials will be collected at the end of each class period.

Remind students that they should spend some time planning their response to the scenario, carefully considering what they will discuss, analyze, and evaluate. The graphic organizer provided is meant for that purpose.

Note: This is solely to provide students with a sense of the distance and location of Ibn Battuta's travels. Explain to students that they may not write on the maps or literary excerpts as other class will use them as well. Once all questions have been answered, the students may begin their journals. When the class is over, collect all the materials for the following class period.

DAY TWO

Redistribute the instructions, maps, literary excerpts, thought organizers, student journals, and rubrics, Students may begin working immediately.

Once students have finished the assessment, make sure they hand in all the materials:

- map
- instructions
- journal
- literary excerpts
- thought organizers
- rubrics

Bibliography

Glencoe Social Studies Outline Map Resource Book. Westerville, OH: Glencoe, 1994.

Farah, Mouunir and Karls, Andrea Berens. Worlds History: The Human Experience. New York: Glencoe, 1994.

"Ibn Battuta" http://www.ummah.net/history/scholars/ibn battuta/

____. http://www.sfusd.K12.ca.us/schwww/sch618/Confucianism/nbLinks/

MacDonald, Charles J. (Ed.) Historical Atlas of the World. Skokie, IL: Rand McNally, 1997.

Smith, Huston. The World's Religions. San Francisco: Harper Collins, 1991.

Student Instructions:

The Voyage of Thought
Across China and the Middle East

__Directions__: For this assessment, you will imagine that you are a Muslim traveler and scholar who has follower his/her teacher, Ibn Battuta. Read the scenario for the general understanding of what you are to do. The "Tasks to Complete" section after the scenario will give you detailed instructions about the product you will create.

__Scenario__: The year is 1345 and your mentor and travel companion, Ibn Battuta. Right now, you and he are in China, where you have been for several months. Ibn Battuta has served as the ambassador to China for the Sultan of Delhi, and it is now the time for you and Ibn Battuta to return home to Morocco. Though you have enjoyed and learned a great deal form your travels, you are excited to go home.

So that others can learn what you have, Ibn Battuta has asked you to keep a journal of your travels home that focus on the Confucianism and Taoism of China you have encountered. In this journal he also wants you to compare each of these belief systems to your belief systems, Islam. You are amazed that he would ask you to complete such a work, keeping the journal has been an honored task since your journey began years ago. He believes you are now ready to take the responsibility. You are overwhelmed and can hardly wait to begin.

__Note__: The map points our Ibn Battuta's route and the places you will discuss, the literary passages you will analyze with the belief system you are about to write. Please do not write on the map or literary excepts – other classes will also use it. The thought organizer you have already completed should help you sort out your ideas and decide how to use the information.

__Tasks to complete__:

1. *The overall task*: You will create the journal Ibn Battuta has asked you to, using the information from your thought organizer. For each entry, make sure you include the date and place.

2. *Departure, Beijing*: Today is the day you and Ibn leave from Beijing.
   - In the journal entry **explain and examine** the major ideas and worldview of this belief system and how this tradition has shaped Chinese culture.
   - Also, **compare and contrast** Islam to a belief system present in Beijing.

- At the end of your analysis, **analyze** the literary excerpt that is associated with this Chinese belief system. In your analysis, be sure to address the content matter and tone of the piece, as well as how those elements make that piece part of that particular belief system.

3. *Calicut, India*: This is also one of your stops on the way home from China in the early 1340s.
   - In the journal entry **explain and examine** the major ideas and worldview of this belief system and how this tradition has shaped Chinese culture.
   - Also, **compare and contrast** Islam to a belief system present in Beijing.
   - At the end of your analysis, **analyze** the literary excerpt that is associated with this Chinese belief system. In your analysis, be sure to address the content matter and tone of the piece, as well as how those elements make that piece part of that particular belief system.

4. *Fez, Morocco*: You are finally home!
   - In the journal entry **explain and examine** the major ideas and worldview of this belief system and how this tradition has shaped Chinese culture.
   - At the end of your analysis, **analyze** the literary excerpt that is associated with this Chinese belief system. In your analysis, be sure to address the content matter and tone of the piece, as well as how those elements make that piece part of that particular belief system.

Excerpt #1: Buddhism

Regard the phantom world
As a star at dawn, a bubble in a stream,
A flash of lightening in a summer cloud,
A flickering lamp--a phantom--and a dream.

Excerpt #2: Islam

Proclaim in the name of your Lord who created!
Created man from a clot of blood.
Proclaim: your lord is the most generous, who teachers by the pen;
Teaches man what he knew not.

Excerpt #3: Confucianism

Is not he a true philosopher who, though he be unrecognized, cherishes no resentment?
What you do not wish done to yourself, do not do to others.
I will not grieve that others do not know me. I will grieve that I do not know others.
Do not wish for quick results, nor look for small advantages. If you seek quick results, you will not attain the ultimate goal. If you are lead astray by small advantages, you will never accomplish great things.
Nobler persons first practice what they preach and afterwards preach according to their practice. If you look in to your own heart, you find nothing wrong there, what is there to worry about? What is there to fear?
When you know a thing, to recognize that you know it; and when you do not, to know that you do not---that is knowledge.
To go too far is as bad as to fall too short.
When you see someone of worth, think of how you may emulate.
When you see someone unworthy, examine your own character.
Wealth and rank are what people desire, but unless they be obtained in the right way they may not be possessed.
Feel kindly toward everyone, but be intimate only with the virtuous.

Excerpt # 4: Taoism

Those who would take over the earth
And shape it to their will
Never, I notice, succeed.
The earth is like a vessal so sacred
That at the mere approach of the profane
It is marred
And when they reach out their fingers it is gone.

Voyage of Thought Across the Middle East to China

		Advanced	Proficient	Basic	Limited
Criteria	Weight	4	3	2	1
Examines the historical relationship between belief systems of different regions	x1	Draws presents data within the context of historical relationships and draws complex connections between the data presented and how that fits into the larger society.	Minor distortions in the presentation of historical relationships.	Major distortions in the presentation of historical relationships.	Little or no evidence of historical relationships.
Interpret primary sources through excerpts that are representative of different belief systems	x2	Accurately identifies and, in an original way, comprehensively analyzes specific excerpts and how they reflect the belief system in terms of content matter and tone.	Accurately identifies and analyzes specific literary excerpts and how they reflect a belief in terms of content matter and tone.	Accurately explains literary excerpts and explains how their content matter reflects a belief system.	Describes the content of literary excerpts.
Understands the history of social organization of Muslim and Chinese societies	x3	Precisely and accurately compares and contrasts the social organization of Muslim and Chinese societies and different belief systems, and uses specific examples to illustrate points.	Compares and contrasts the social organization of Muslim and Chinese societies with different belief systems with minor inaccuracies.	Compares and contrasts the social organization of Muslim and Chinese societies with different belief systems with major inaccuracies.	Inaccurately compares or contrasts Muslim and Chinese societies with different belief systems.
Understands how societies have been shaped by religions and philosophies through their major ideas and world views	x4	Thoroughly and insightfully examines and explains the central ideas and world views of belief systems	Explains the central idea and general world views of belief systems with minor inaccuracies.	Explains the central ideas and world views of belief systems with significant inaccuracies.	Inaccurately and/or incompletely explains the major world views of belief systems.

Lessons Learned from the Three Gorges Dam

Marianne Kenney, Colorado Department of Education
Field Tested by: Dana Frazee, Ortega Middle School, Alamosa, Colorado

Level: Middle School, Grades 6-8

Connections to the Curriculum: This performance assessment could be used in a World Geography or Current Affairs Course.

Inquiry Question: What are the geographic and environmental impacts of economic development in China?

National Geography Standards:

Students know:

13 how human activities modify the physical environment

16 the changes that occur in the meaning, use, location, distribution and importance of resources

18 how to apply geography to understand the present and plan for the future

Overview: Students are given the following scenario --- Vietnam is planning a dam on the Black River. The World Bank sends a consultant to China to study the impact of the Three Gorges Dam there in order to make recommendations to Vietnam for its planning. Students are to consider and must justify the Three Gorges Project as good or bad for the country and make recommendations for Vietnam.

Time: 80 – 90 minutes

Teacher Administration Instructions:

Once the students have mastered the objectives outlined in the "prior learning" they are ready for this assessment.

DAY ONE: **Instructions and Preparation Time**

Hand out and discuss the following:

- rubric by which student assessments will be scored
- the map and "Environmental Impact Chart" (The chart is an organizational tool for thinking and is not to be assessed.)

Distribute all materials to students and carefully go over the scenario, their role, the materials they will use, product they are to create, and how they will be graded. Once you have explained the assessment, allow any remaining time to work on the assessment.

DAY TWO: **Assessment**

Redistribute the instructions and rubric. Clarify any student questions before they begin. Students may begin working immediately.

Prior Learning:

This is a culminating performance assessment on a unit focusing on environmental issues in East and Southeast Asia. Student come to the assessment having an understanding of:

- using and interpreting maps
- understanding the use of natural resources
- impact of dams and use of hydroelectricity
- concept of human impact on the environment

Student Scenario:

China's Population: over 1 billion

China is building a hydroelectric dam on the Yangtze (Chang Jiang) River, the third longest in the world. The project, called the Three Gorges Dam Project, started in 1994 and is predicted to be finished in 2009. As it is proposed, it will be the largest hydroelectric dam in the history of the world. Countries that are interested in similar projects for their people send consultants to China to analyze the monetary costs, and the project on the people and the environment.

China's Communist neighbor, Vietnam, is planning a hydroelectric project on the Black River in China. The World Bank has funded a feasibility study for the Black River project and has sent a consultant to China to study and analyze the Three Gorges Project --- its benefits and its problems.

Student Instructions:

You are a consultant for the World Bank. You will go to China to study and analyze the Three Gorges Dam project. You are to report your findings to Vietnam and make recommendations to the government of Vietnam concerning its hydroelectric project.

First, you will plan your trip by reviewing a map of China to note where key cities, the river and the dam are. After reviewing a chart of information you have gathered on the Three Gorges Dam Project, you will organize your thoughts about the positive and negative ways the dam project is changing the environment. An organizational chart has been provided.

In your written report to Vietnam about the Three Gorges Dam you will…
Task 1:

- examine the goals and costs (human, financial, environmental) and the benefits; and
- analyze the pros and cons to see if the dam project is justified; and

Task 2:

- make a recommendation of how to make recommendations on how to avoid [problems there and to make the most of the situation. After all, the dam project in Vietnam is going forward.

You will be visiting the sites below. Study your map of China and identify where the following are:
Shanghai,
Yangtze (Chang Jiang) River
Wuhan
Sandouping
Three Gorges Dam
Wanxian
Chongqing

After you have visited the sites, review the information you have gathered on the project and record the ways the dam is changing and will impact the environment of China. Use the chart information you have gathered and mark each finding with a + (plus) or a – (minus) to indicate whether the information is a benefit (+) or a liability (-) to China, the people, and the environment.

Positive Changes	Negative Changes

Task 1: Written Report to Vietnam

Based on the information you have looked at, analyze in a report to Vietnam whether China was justified in building the dam or not. Be sure to analyze the pros and cons of the project and explain if China was justified in building the dam. You may use you organization chart and you may use the formatted memo below as a guide.

Vietnam wants to build its dam, so now you will make a recommendation to Vietnam. Your recommendation needs to include how Vietnam could best avoid problems and how Vietnam can make the most of its project.

MEMORANDUM

To: Ministry of Public Works, Government of Vietnam

From: ________________________(your name)

Re: Justification and Recommendation
(To Dam, or Not to Dam.....that is the Question!)

Justification

Therefore.....
Recommendation

Exemplar – in favor of the dam project

MEMORANDUM

To: Ministry of Public Works, Government of Vietnam

From: ________________________(your name)

Re: Justification and Recommendation
(To Dam, or Not to Dam.....that is the Question!)

Justification

China has a population of 1,236,914,658 and needs more electricity. The coal-powered electrical plants are severely polluting the air. The new hydroelectric plant will provide enough electricity for one-tenth of China's needs, and not pollute the air. Acid rain will decrease.

The flooding on the Yangtze will be eliminated, saving millions of dollars in clean up. People will feel safe. Lives will be saved. The relocation of 1.2 million is not trivial, but in the grand scheme of things, the problem it presents is small compared to the benefits the dam will bring to millions of people. Besides clean electricity, and the elimination of flooding, the dam and its system of locks will allow for its increase in internal trade from Chingqing eastward and from Shanghai westward. Larger ships, which can carry more goods, can navigate the river and reservoir to reach important internal trading centers. New cities, like Wanxian, will have railroads, highways and airports linking the internal ports to the rest of the region.

The government predicts the dam will cost $24 Billion, but critics say the cost will be around $70 billion. This is a wide discrepancy, but even if the dam costs more than the government predicts, it will be worth it to China because the dam will be modernizing China.

Recommendation

1. A major concern of the critics is that 1.2 million people have relocated and the government is not doing this fast enough and is not paying the people the promised moving allowance. If Vietnam proposes to relocate people, then it needs to have a plan for relocation that is timely, and a system for avoiding corruption so people get their relocation money.
2. Vietnam should do a geological study to make sure the promised dam on the Black River is not in a fault zone.

3. If species are endangered they should be moved to another location where they can survive.
4. If factories are going to be submerged, Vietnam should remove the chemicals from them first so the reservoir created by the dam will not be polluted.
5. If Vietnam is currently using the dam for sewage, it should develop a system of treatment plants first so that raw sewage is not put in the reservoir.
6. Vietnam should have a clear budget on its dam project so that the cost overruns are kept to a minimum.

If Vietnam will prepare adequately to avoid major problems witnessed in China, them my recommendation is for Vietnam to push forward with it s plans to build a dam on the Black River

Student Gathered Information

General Facts

370 miles of land and 1500 cities, towns, and villages will be submerged under water when it is completed.

16 archaelogical sites will be submerged.

1.2 - 1.9 million will have to be relocated.

The last flood on the Yangtze displaced one million people.

The dam will be 607 feet high and 1.3 mile wide.

The reservoir will have a series of locks so large ships may pass through.

80% of China has no sewage treatment system.

Some international money lending companies and environmental groups have opposed the project.

In China 10.2 million people have been relocated for other dam projects. 70% of them live in extreme poverty.

Journalist Dai Qing was imprisoned for 10 months for criticizing the dam in her writings.

Chongqing has the most acid rain in China from coal generated power plants.

Government Goals and Predictions

The dam will control flooding for the million people down river from the dam.

Internal trade from Chongqing to Shanghai will increase.

Products like coal, tung oil, silk, and agricultural products can be shipped from Southwest Asia to Shanghai and the world.

The dam will generate 18,200 megawatts of electricity, the equivalent of 18 nuclear power plants – a tenth of China power.

China will be able to extend electricity to more of it's people without further polluting the air from coal powered electricity plants.

The "new" city of Wanxian will have an airport for jumbo jets, a railroad linking it to other major railroad lines, and a major highway from Chengdu to Shanghai will pass through Wanxian.

The government will pay each family that must relocate a relocation allowance and will help find them a new home.

13 new replacement cities are being built.

The 370 mile reservoir will be deep enough for ships 10 times the size of those used today.

The dam will cost at least $24 billion .

Critics of the Dam

1.2 - 1.9 million will have to be displaced.

Over 6000 archeological relics will be lost forever.

240,000 acres of farmland will be flooded.

China would be better served by a series of dams on the tributaries of the Yangtze.

Many aquatic species of animals will be killed.

The reservoir created by the dam will become an open sewer because the pollutants can no longer be washed to the Pacific Ocean by the currents in the Yangtze.

Sedimentation will make Chongqing's deep-draft harbor unusable for large ships and hinder the generation of electricity.

Chemical poisons leaking from drowned factories will poison the river.

The dam is being built near a fault line.

People who must relocate are not receiving the government allowance because lower officials are stealing money before the people get it.

People have no say in where they will be relocated and are not being moved in a timely manner.

The Chinese government has improisoned and persecuted critics of the dam.

Cost will be $70 billion.

Lessons Learned From the Three Gorges Dam

Criteria		Advanced 4	Proficient 3	Basic 2	Limited 1
Analyzes how human activities like the dam project change the environment		Insightfully and thoroughly analyzes how the dam impacts the environment in positive and negative ways. Demonstrates and understanding of prior knowledge.	Accurately analyzes the environmental impact of the Three Gorges Dam from at least one point of view.	Explains some changes to the environment but does not demonstrate any further knowledge of environmental impact.	Unable to identify or explain impacts to the environment.
Identifies the meaning, use, location and distribution and importance of resources as exemplified by the damming of the river		Thoroughly justifies reasons for and against the dam and includes an understanding of the underlying concepts, solve intricate problems, and analyze important content information from both points of view.	Clearly justifies the reasons for and against building the dam and understand the underlying concepts from one point of view.	Supports one position but does not justify the reasons. Error or lack of details from the prompt shows a lack of understanding.	Does not successfully support even one point of view.
Applies knowledge of present geographic conditions in order to make recommendations for Vietnam's dam project		Uses prior knowledge as well as a thorough understanding of the pros and cons of the project to make recommendation to Vietnam	Accurately and clearly make recommendations for Vietnam's project based on understanding the current challenges found in China.	Makes recommendations on some of the challenges and is unclear and inconsistent in others.	Lacks recommendations and has only a vague sense of the challenges..

Basic Arithmetic on a Handmade Chinese Abacus

Fulbright-Hays China Seminar
July, 1999

Tony Martin
2877 Sweet Hollow Road
Big Island, VA 24526
804/299-5867
martin@cablenet-va.com

Basic Arithmetic on a Handmade Chinese Abacus

Grade level: 2-6

Objectives: Students will make their own abacuses, be able to express and read numbers on them and do simple addition.

Materials: An overhead projector, abacuses (at least one per pair of students) or materials for making abacuses (See instructions in appendix 2), pencil and paper

Time required: One to four hours (depending on how far you want to go with it).

Rationale/background: The abacus has been in use in China for centuries. Even today, this ancient counting device can be found anywhere in China where things are being sold. Shopkeepers move their fingers over them as nimbly as cashiers on registers, and as just about as quickly come up with the total amount due. Often, they will turn the abacus around and display the amount to the customer, who reads and then pays. To the uninitiated, this ritual can seem utterly mystifying. But the truth is that the abacus is a remarkably simple tool. With a basic grasp of a few principles and a little practice, it can be used, if not mastered, by nearly anyone – even children.

Of course American children don't have to learn to use an abacus in order to get along in the marketplace, but learning how it works is an exciting way for them to experience a bit of Chinese culture hands on. In addition, it is an excellent way to reinforce some important math concepts and skills, in particular place value and addition / subtraction facts.

Procedures: **A)** Using an abacus on an overhead projector, introduce the three basic principles (see appendix 1) making sure that students have ample time to practice reading numbers that you (or students who volunteer as "teachers") make on the overhead. Start with numbers 1-9 and make sure students have a firm grasp of these before moving on to tens and hundreds. A good way to find out if they are ready to move on is to have them write a series of numbers that you make.

B. Have students make their own abacuses – (See instructions in Appendix 2)

C. Students practice reading and making numbers on their abacuses.

You call a number, students make it. Then you make it on the overhead.

Invite students to play the teacher role. They love to come up, call out numbers and then make them on the overhead.

Have students practice in pairs. Student A has a list of numbers that student B can't see, he makes them on the abacus one at a time. Student B reads the abacus and writes the numbers, trying to duplicate the list.

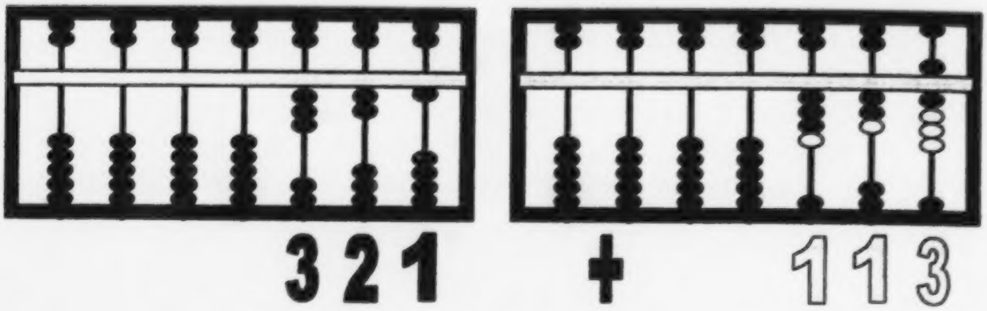
Initially, you may want to control the pace of this activity, and thereby help those who are having trouble by writing the numbers one at a time on the board. (Later, students can make their own lists and proceed at their own pace.) Student B must have her back to the board and not peek. When they are finished, students turn around and check their lists against the one on the board. Then students A and B switch places.

D. Addition – Once students can confidently make and read numbers on the abacus, it's time to move on to addition. There are three levels of difficulty in adding. The first level can be quickly and easily understood even by first and second graders. Levels two and three require some regrouping and take a bit more time and practice to master. Level one is described below, for a more thorough description of addition, visit one of the web sites described in **Resources**

Level one – Adding numbers that total less than five
Adding five to numbers less than five

At level one, you simply make a number on the abacus, make the number you are adding to it, and then read what it says.

For example: to add 321 and 113. You make the first number, then push up the beads for the second number and the answer, 434, is there on your abacus.



E. Addition activities – Students work in pairs. Teacher gives addition problem orally. Student A makes the first number on the abacus, student B makes the second number, both students read and then write the answer.

Or students can work in groups of three with students A and B working the numbers as described above and student C reading the answer and writing it down. In this case, you can write the problem on the board and have the "C" students with their backs to the board so they are not able to figure the answer in their heads while their teammates are pushing beads.

After some practice, students enjoy doing the above activity as a race. The team that holds up a paper with the correct answer on it first wins.

F. On to subtraction and beyond – Subtraction is just as easy as addition, particularly at level one, where you simply take beads away from the middle bar.

If you're interested in going beyond this level consult the web sites listed in **Resources** for more thorough explanations of subtraction, as well as multiplication and division.

Resources

There are some excellent on line abacus resources. Some of them even have virtual abacuses with movable beads that students can manipulate. Below are some of the better ones.

http://www.qi-journal.com/abacusTest.html – *This site has a brief description of the abacus's history and how to use it as well as a quiz to test how well you can read one.*

http://www.ee.ryerson.ca/%7Eelf/abacus/index.html – *THE ART OF CALCULATING WITH BEADS. This is an excellent site that has history of counting devises from all over the world, as well as clear, thorough instructions on how to add and subtract. There is also a virtual abacuson which to practice.*

http://www.users.dircon.co.uk/~damold/soroban/index.html *DISCOVER THE ABACUS This site focuses mainly on the Japanese abacus or soroban, which is a little different, but it has links to many good sites, information about books, as well as virtual abacuses you can download. It also is the only on line sight I found with instructions on how to multiply and divide.*

http://web.singnet.com.sg/~ngkguan/welcome.htm *This site is Japanese abacus too, but it has wonderful graphics with moving fingers that show how to manipulate the beads*

http://www.easc.indiana.edu/pages/columbia/ck-6e.htm *ECHOES OF CHINA: KITS INVOLVING CHINA FROM THE BOSTON* ***CHILDREN'S MUSEUM.*** *Among the kits available for rental nationwide is an Abacus kit for grades 3-9.*

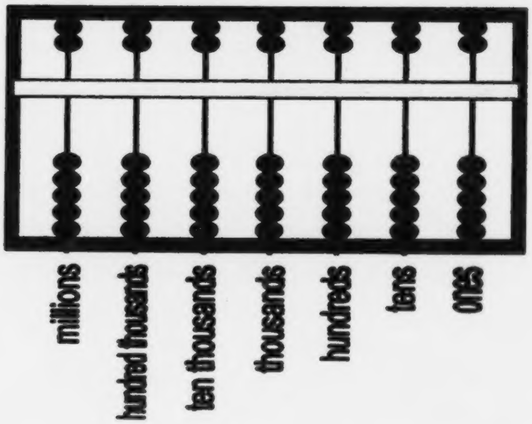
http://www.arches.uga.edu/%7Emocat/abacus/abacus.html *How to use a Chinese Abacus: A Computer-Based Tutorial*

http://www.tigergifts.com/abacus.htm – *If you want to purchase an abacus, or a set for your class, this site offers them for 9:50 a piece.*

Appendix 1
Reading and making numbers

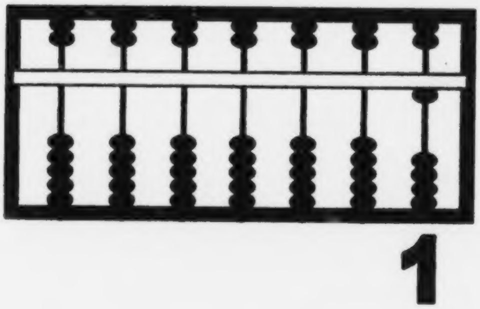
The first step is to learn how to read numbers on an abacus. In order to accomplish this, there are three basic principles to understand.

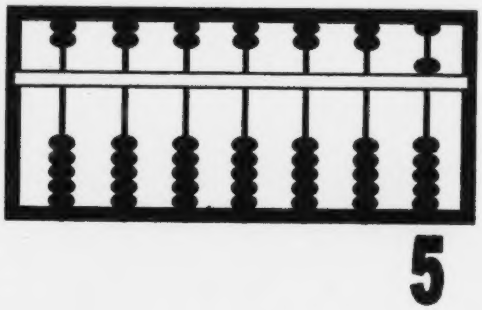
FIRST PRINCIPLE: *Place Value* - The beads are arranged on vertical rods that represent ones, tens, hundreds, thousands etc. in exactly the same way that numbers are written. Each rod then, represents a place or column on the base ten number line.



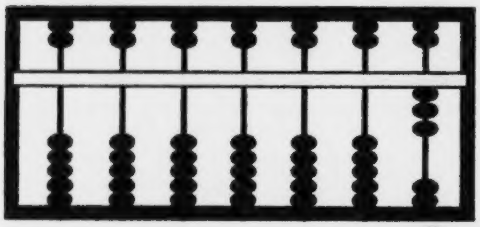
SECOND PRINCIPLE: *The middle bar* – Counting on an abacus involves pushing beads up or down towards the horizontal bar that runs across the middle. A bead is counted when it is pushed to the middle bar. The abacus above reads "zero".

THIRD PRINCIPLE: *Ones and fives* – A bead below the middle bar is worth one unit, a bead above the bar is worth five.

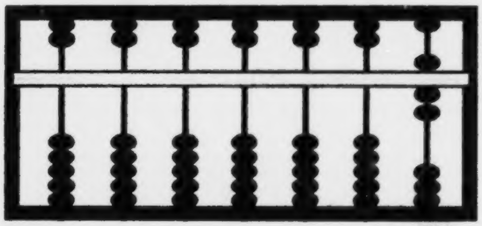




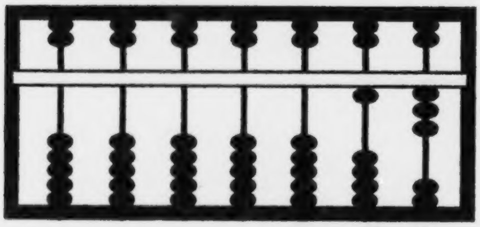
Once these three principles are grasped, it becomes possible to make and read any number.



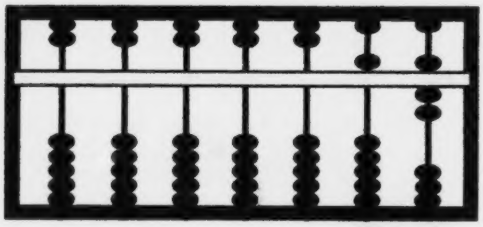
3



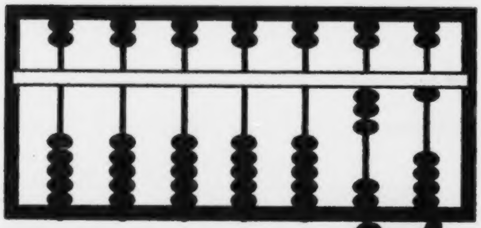
7



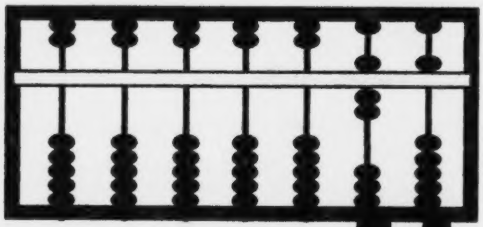
13



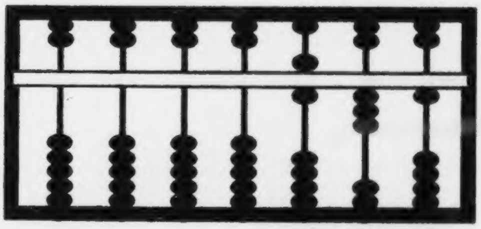
57



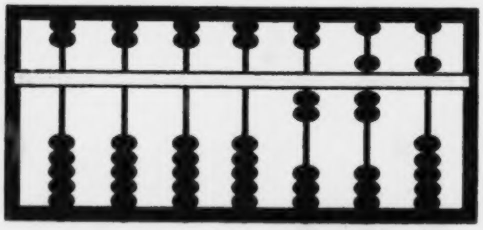
31



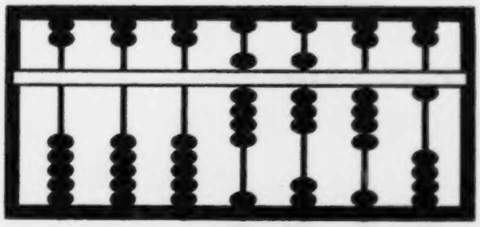
75



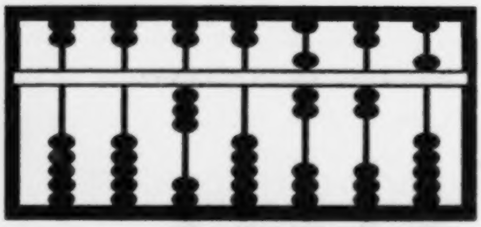
631



275

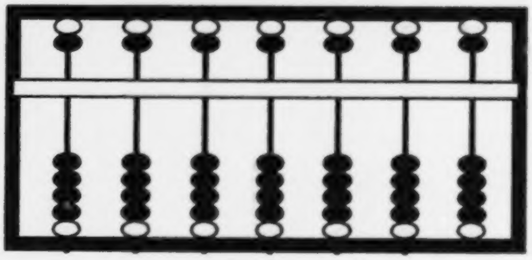


9,8 4 1

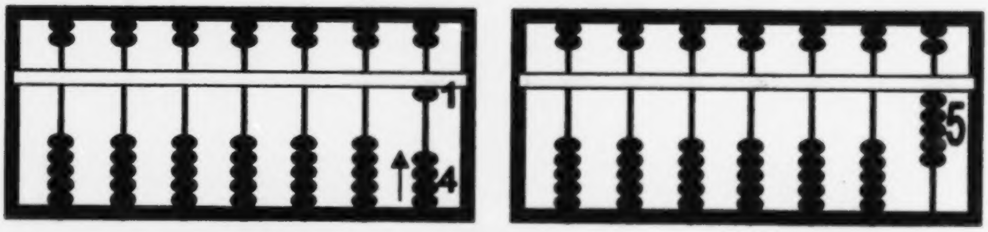


3 0,7 2 5

ANOTHER IMPORTANT POINT: The top beads and the bottom beads on an abacus (the gray ones below) are not normally used to express a number. They are for counting purposes only.

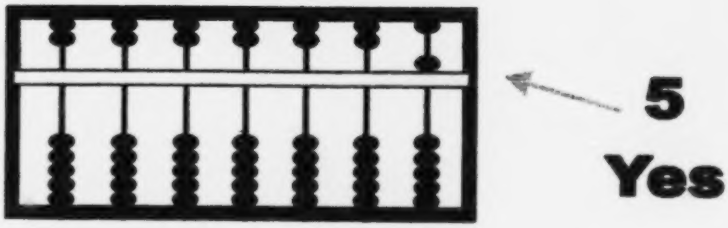


For example, four plus one equals five

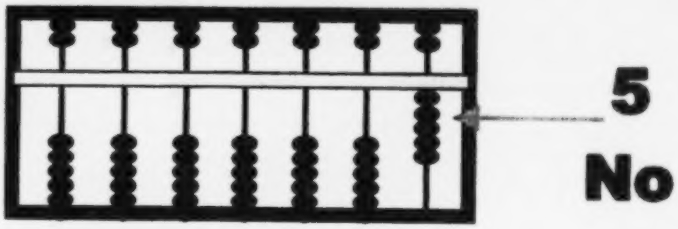


1+4 = 5

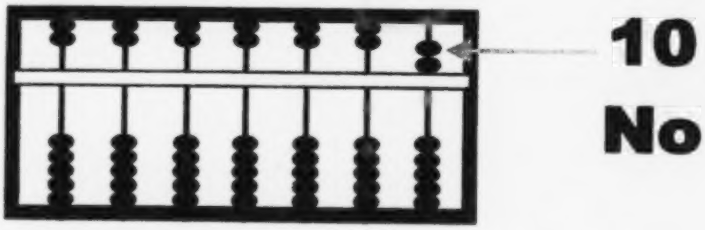
You push up one beads and then four beads to make five beads, but then you must push all five beads down and replace them with a bead from above so that "five" is expressed as follows.



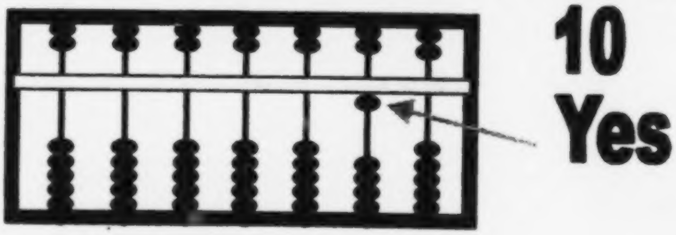
Not like the abacus below



The same is true with the number ten, which could be expressed with two fives as in the figure below.

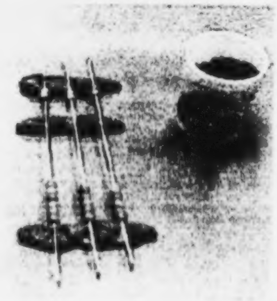


But just as with pencil and paper arithmetic, you can't have ten ones in the ones place, so you must "regroup". On the abacus, you do so by pushing the two fives back up and replacing them with a one from the tens column.



Appendix 2
Instructions for making an abacus

Below are plans for three models that require varying amounts of time and skill to build. Choose the one (or come up with another) that best suits your students and your needs.



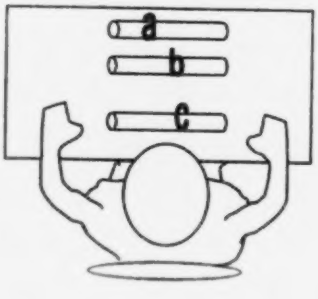
#1 – The play dough abacus – If you plan to give your students just a taste of the abacus as a one shot lesson then this is the best choice. It is quick and easy to assemble, but unlike the other models, it can't be set aside and used later. Since it's not easily moved and will dry out and fall apart over time, it needs to be taken apart and put away after use.

Each student (or pair of students) will need: a ball of play dough (about one third of a can), shish-ka-bob skewers, the sharp ends broken off to about 10 inches long, and beads (hobby shops have cheap plastic one by the bag full) or nuts. To determine how many skewers and beads per abacus, you must decide how large a number your students can handle. To read four digit numbers, each abacus will need four skewers and 21 beads or nuts (seven per skewer). For three digits, three skewers and 14 beads, etc.

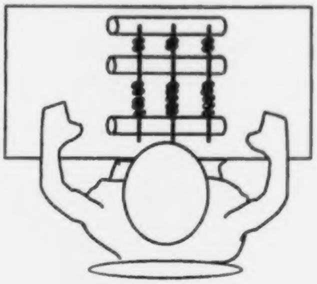
Step one: divide play dough into three roughly equal parts (a challenging activity in itself for second graders!)

Two: Roll the balls into three snakes (their length depends on how many rods you are using.) These will form the top, middle and lower bars of the abacus.

Three: Place the "snakes" on the desk so that they make a column of three horizontal lines. Make sure snakes "a" and "b" are closer together than "b" and "c".



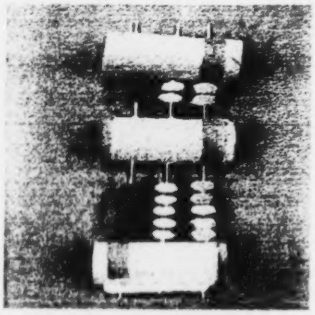
Four: place seven beads on each skewer and embed them into the play dough as shown. Make sure there are two beads between "a" and "b" and five beads between "b" and "c".



#2 Toilet paper roll abacus – This one is more permanent than #1 and still fairly easy to make.

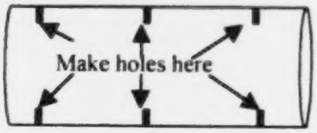
For each abacus you plan to make you will need three toilet paper rolls, skewers and beads (seven per skewer) and two strips of masking tape.

For younger children, you may want to do steps one and two for them ahead of time.



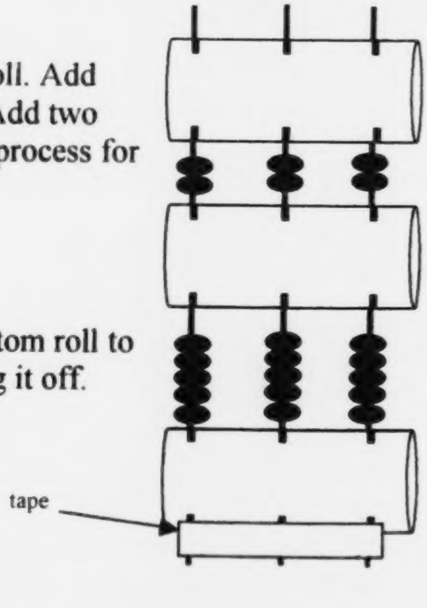
Step one: Smash the toilet paper rolls flat. On each crease, make three or four marks with a pencil depending on how many skewers you plan to use. (If you want to make an abacus to accommodate larger numbers, use paper towel rolls cut in half)

Step two: With the end of a skewer, or with a small nail make holes in rolls at each mark.

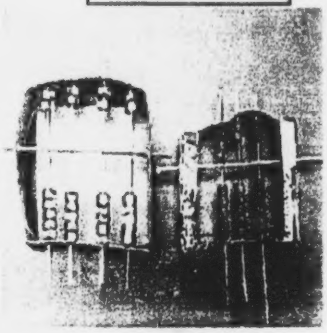


Step three: Push a skewer through a roll. Add five beads. Push it through the second roll. Add two beads. Push it through the third roll. Repeat process for each skewer.

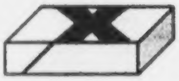
Step four: Tape the skewers to the bottom roll to prevent the weight of the beads from pushing it off.



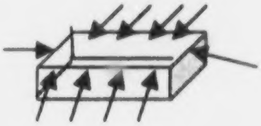
#3 Cereal box abacus – This one is the smallest, most durable and most like a real abacus of the three, but requires more time and dexterity to make. For each abacus, you need a small cereal box (or any other box of similar size), skewers and beads as with abacuses #1 and #2.



Step one: Cut out the side of the box. (The side marked "X".



Step two: With a nail or ice pick, make holes for the rods and cross bar where the arrows indicate.



Step three: Push skewers through holes and add beads.

A Modern Day Marco Polo

Discovering Traditions and Change in China

7th Grade Curriculum Unit
Developed Fall 1999

Elizabeth J. Miller
Memorial Middle School
South Portland, Maine

UNIT: A Modern Day Marco Polo: Traditions and Change in China

GRADE: 7^{TH} Grade, part of World Geography Curriculum

TIME: 3-4 weeks

CONCEPTS: Culture
Tradition & Change
Cause – Effect
Relationship between humans and the environment

THEME: China was walled off to the western world for centuries. Our knowledge has been shaped by romantic visions of its imperial past and by the demonization of communism during the Cold War. Building upon the primary sources obtained by the teacher while in China during Summer 1999, "A Modern Day Marco Polo" aims to tear down the walls keeping this far away land remote. The unit focuses on providing an introduction to geography, history and culture.

KEY QUESTIONS: In this unit, students will pursue the following questions:

What is distinctive about China's geography, history and culture?

How have geography and history shaped life in China?

What are the fundamental changes occurring in China today?

Throughout the unit, students weave together first person accounts, pictures and artifacts with maps, books and other secondary sources to create their own introductory impressions of China.

LINK TO LEARNING RESULTS:

1. ME: Geography – human interaction with environments
analyze cultural characteristics that make specific regions of the world distinctive

2. ***SP:*** Relationship between cultural and physical geography
-knows physical, political and cultural geography
-interprets, integrates and presents geographical data
-understands interrelationship between environment and humans

OVERALL ORGANIZATION & STUDENT PERFORMANCE GOALS:

1. Geography
   - Locate key physical & political features on a blank map
   - Describe three major environmental regions
   - Describe relationship between environmental regions and settlement patterns, giving at least three examples
   - Describe at least three problems created by overpopulation, economic growth and urban development

2. History
   - Arrange key historical information in chronological order
   - Identify people, cities and/or historic sites related to three major eras
   - Describe changes in China since Communist Revolution

3. Culture
   - Describe yin-yang perspective, giving at least three examples
   - Compare and contrast Confucianism and Buddhism with American values
   - Demonstrate knowledge of Chinese language and calligraphy
   - Adapt principles of Chinese opera mask design to create a contemporary mask and story line

4. Independent Project – Marco Polo Journal
   - Integrate information from slide shows, photographs, artifacts, written sources and Internet sources to describe China past and present

SETTING THE STAGE: Practicing observing and describing skills. Initial impressions of China. Work with a partner. Select 1-2 pages of photos from teacher's photograph album. What are you seeing? Create a word splash to record your initial impressions. Create 3-4 categories of topics to sort and organize your word splash. Compare with other groups. Form class word splash, class categories. Note: accompany photographs with a display of objects brought from China.

SUMMATIVE PERFORMANCE TASK:

Students prepare an illustrated journal, writing a first-person narrative, describing their journey through China. They must include at least two of the following cities: Beijing, Xian, Shanhai, or Hong Kong. They must include at least three topics from the "culture wheel:" architecture & historic sites, holidays & customs, art & music, religion & values, food, science & medicine, or clothing.

The journal must include:
-a map of China showing the three major environments, rivers, mountain ranges and sites visited

-descriptions of the cities' major activities, important sites and impressions of people and everyday life

-description of three culture topics

-bibliography, including teacher materials, written resources and Internet resources

SUMMATIVE PERFORMANCE SCENARIO:

You are being sent to China to investigate locations and topics suitable for a National Geographic film on modern day China. Your journal may be used as the basis for the movie "A 21st Century Marco Polo." If your journal is selected for the movie script, then you will be able to select which movie stars will appear in the film. Be detailed, creative and on time!

ASSESSMENTS:

1. Formative: DOG Journal entries – map analysis skills
Map Quiz
Homework assignments
Note test

2. Summative: Marco Polo Journal

UNIT RESOURCES, NEEDS & CONCERNS

Teacher provided materials: slides, photographs & postcard kits of Xian, Beijing, Shanghai, Hong; artifacts; research books and pamphlets

Culture wheel, organizing major topic and subtopics for student research.

Readings on history and culture.

Guided notesheets for history section, independent project.

Baerwald, Thomas J. and Celeste Fraser, World Geography, 1993.

Great Wall, 1996.

Kalman, Bobbie. China: The Culture, Crabtree Publishing Company, 1989.

Liu, Wenmin. The Silk Road: An Ancient Road to Central Asia. Three Gorges Press, 1991.

Lonely Plant Guide Series. China, 5th ed., 1996.

Wang, Tao. Exploration into China. Belitha Press Limited, 1995.

Xi'an: Places of Historical Interest. World Publishing Corporation, n.d.

Zhang, Fang. Animal Symbolism of the Chinese Zodiac. Foreign Language Press, 1999.

Zhao, Menglin and Jiqing Yan. Peking Opera Painted Faces. Morning Glory Publishers, 1996.

MODIFICATIONS FOR SpEd: shorten research assignment
Extend deadline

LESSON PLANS

Lesson 1: Set-up/Setting the Scene.

Working in pairs, students analyze photos, postcards and artifacts from China. Complete word splash. Identify categories for organizing word splash.

Lesson 2: Introduction to the Physical Geography of China

-China – East Asia region.	Map worksheet
-Key physical & political features.	Map & checklist
-Three environmental regions.	Color map

1. west – mountains
2. central – plateaus and river basins
3. east – coastal plain

Assessments: homework, map quiz

Lesson 3: Links between physical geography, settlement patterns, contemporary environmental problems

-DOG Journal questions re settlement patterns Atlas
-Original writing & class discussion – predict problems
Assessments: DOG Journal, class discussion

Lesson 4: Overview of China history

1. Imperial China, 221 BC – 1911
2. Communist Era, 1949-1976, Mao Zedong "Mao Years"
3. Modern Era, 1979 – present, Deng Xiaoping & Jiang Zemin

-slide show
-key terms Textbook
-readings Packet
-notesheet – integrate key info, "who, what, when, where, how/why
Assessment: Note Test

Lesson 5: Culture – Values & Religions Packet

-Taoism, yin – yang principle
-Confucius & Confucianism
-Buddha & Buddhism
-complete Venn diagram to compare Chinese traditional values with contemporary America values

Assessment: DOG Journal
Homework
Note test (see also Lesson 4)

Lesson 6: Culture – Chinese Opera

- video
- assemble Chinese opera mask & develop storyline, using Peking Opera Painted Faces

Assessment: Opera Mask Rubric

Lesson 7: Culture – Language & Calligraphy

- practice selected vocabulary; students quiz each other
- calligraphy worksheet

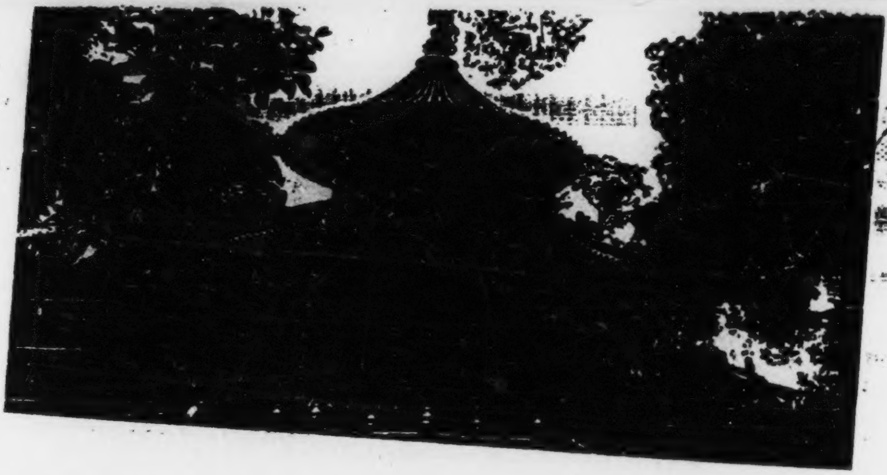
Assessment: homework

Lesson 8: Independent Research – Marco Polo Journal

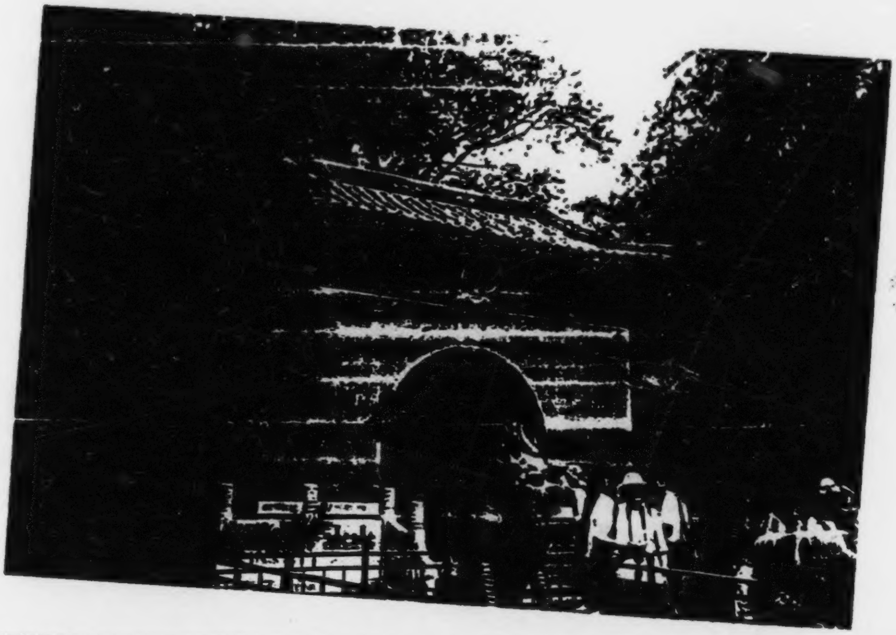
- distribute product descriptor & review rubric
- develop timetable for completing project
- slide show on Xian/Chang'an & Beijing
- slide show on Shanghai & Hong Kong
- have notesheet available for SpEd students
- "culture wheel" on display in class
- review format for bibliography

Assessment: rubric & student reflection

Sample Photos for
Opening Activity



rbidden city -
an Park

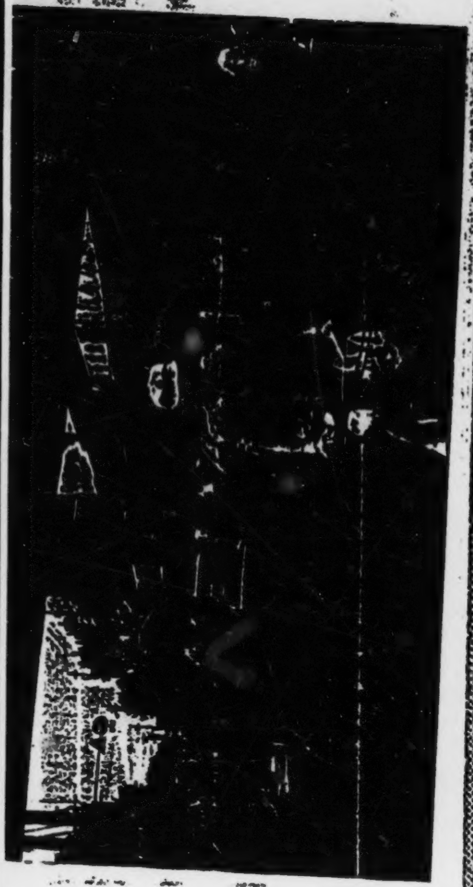


Near Forbidden city -
Jingshan Park

Jingshan Park - doing mirror
images of Chinese
characters. Brush dipped
in water - quickly fades.
[illegible]

348

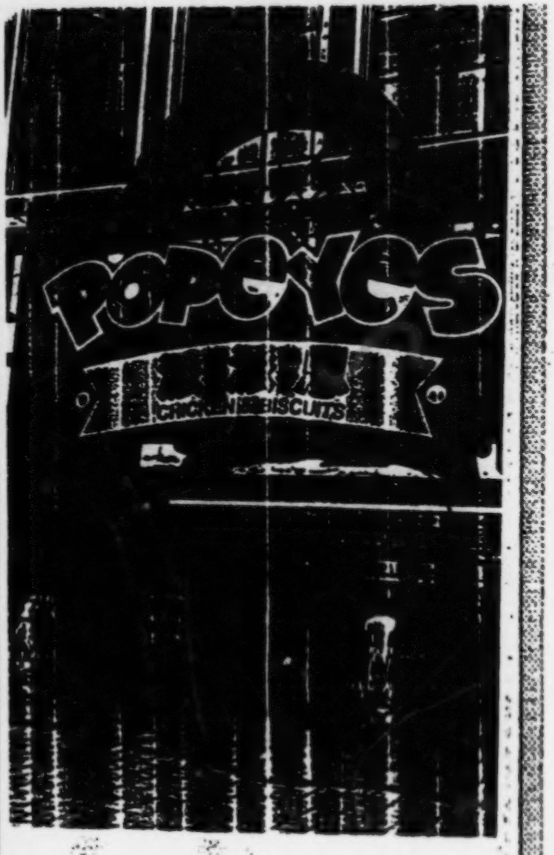
BEST COPY AVAILABLE



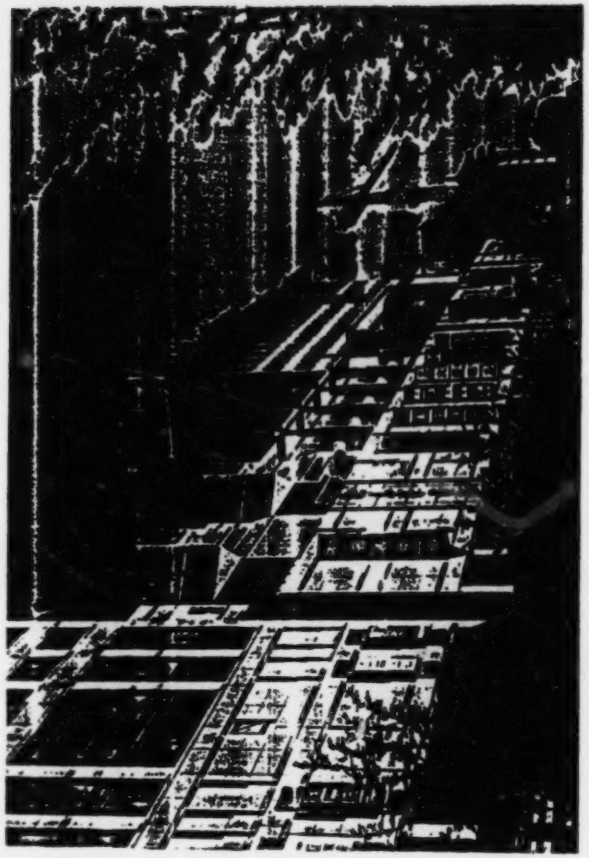
et scene near
lichang Antique Market
streets have pedestrian
overs.

Liulichang Antique Market
outside original city gates,
since shops & theaters barred
from central city

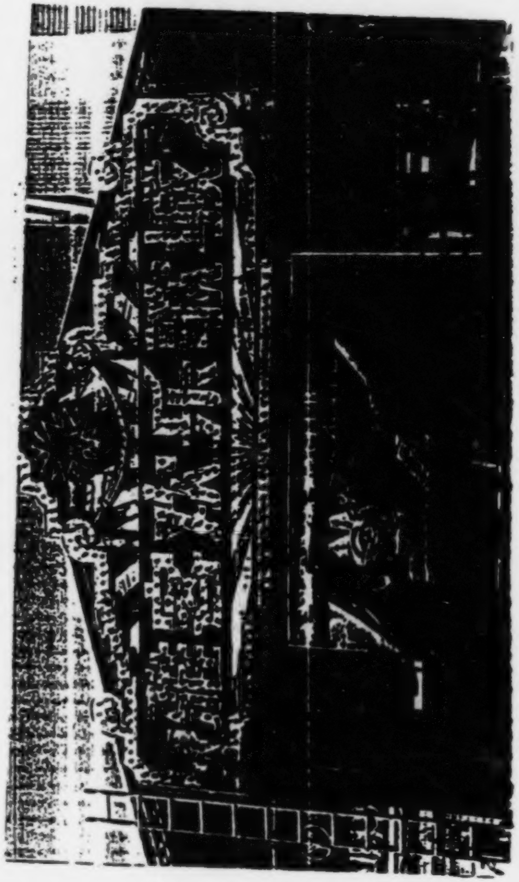
Liulichang Antique Market -
most stalls are government-
owned.


POPEYES
CHICKEN & BISCUITS

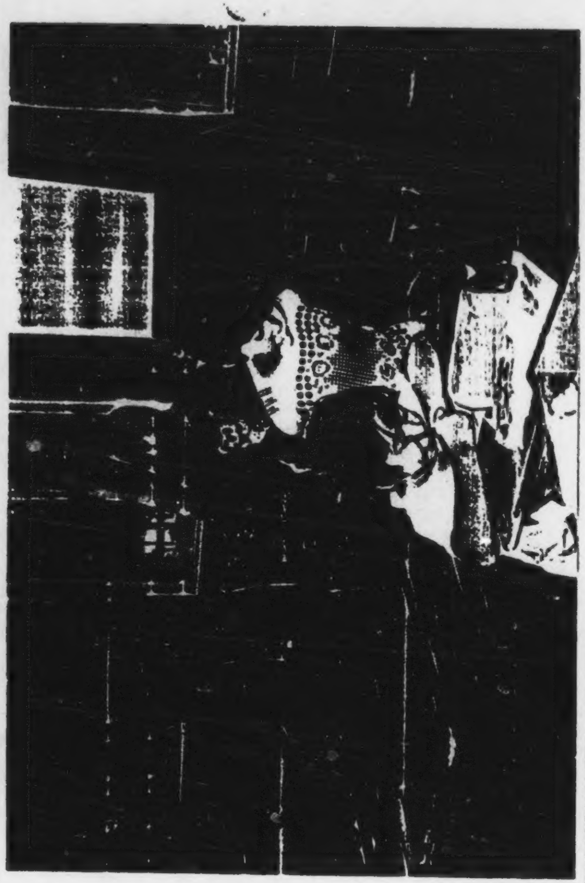
ong Wangfujing –
exclusive shopping street
in Beijing: KFC, McDonalds
za Hut



Along Wangfujing –
exclusive shopping
street



Along Wangfujing. Images of
women – Western & Chinese –
increasingly used in advertising
for consumer products.

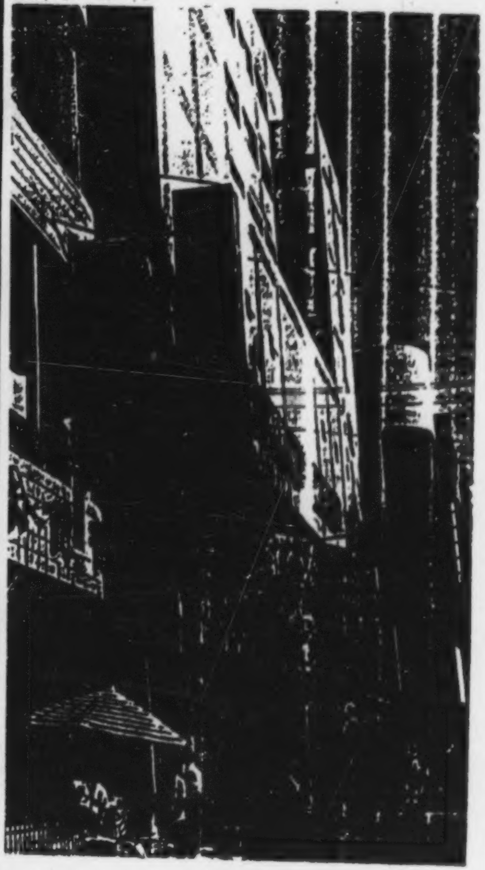


BNU Primary School
50 students/class

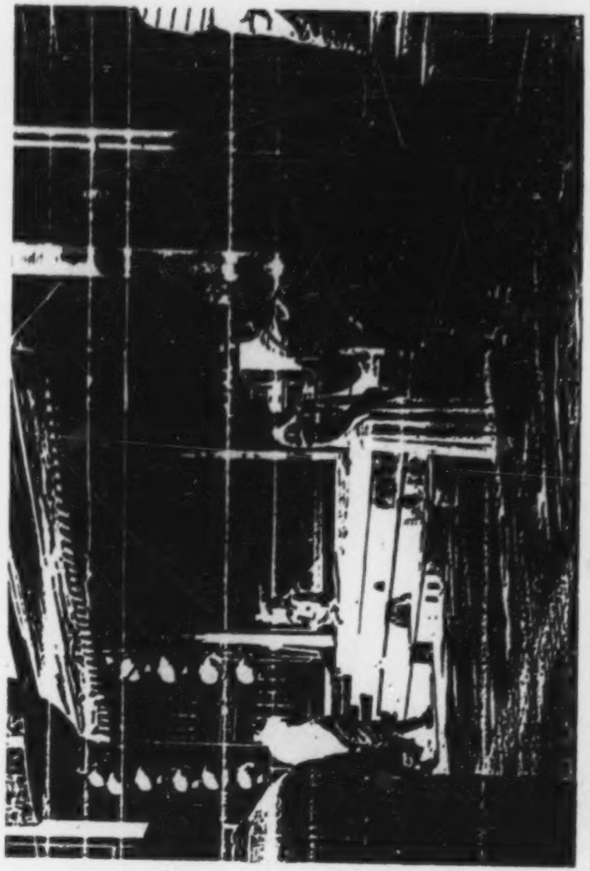
BNU Primary School
50 students/class

Beijing - Street
Scene

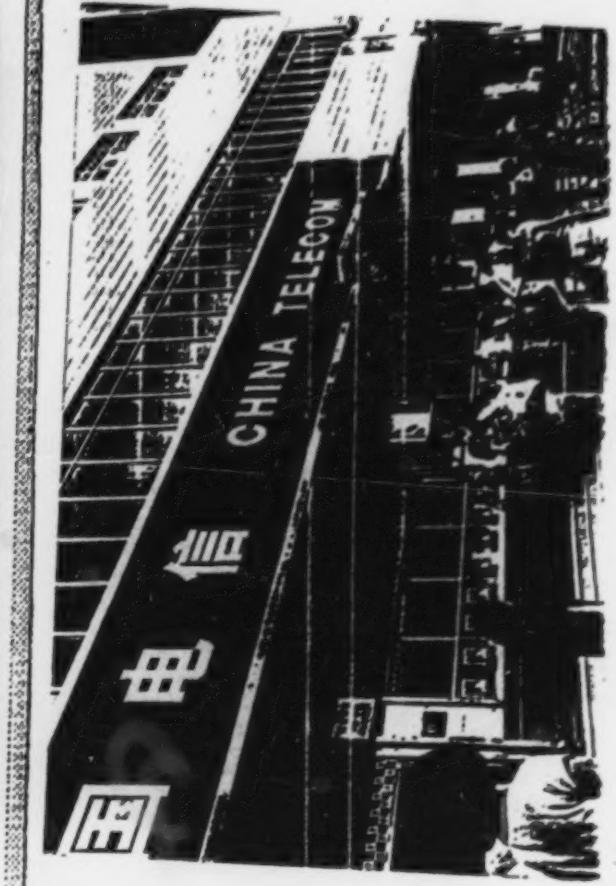
BEST COPY AVAILABLE



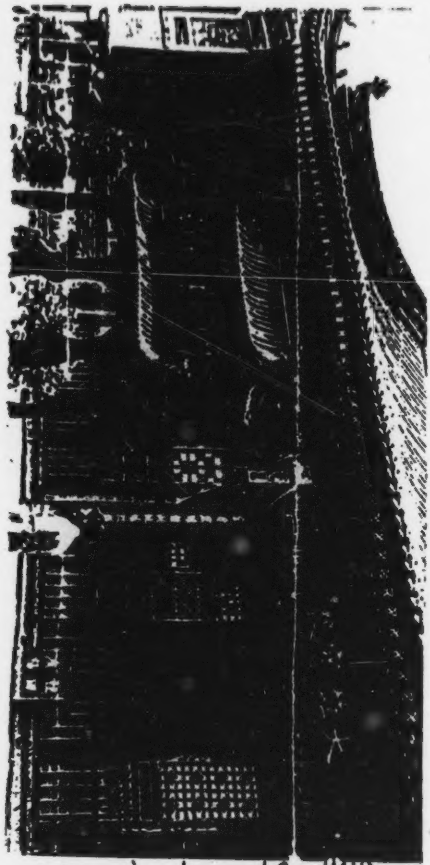
n Street scene -
C has arrived,
no McDonald's yet!



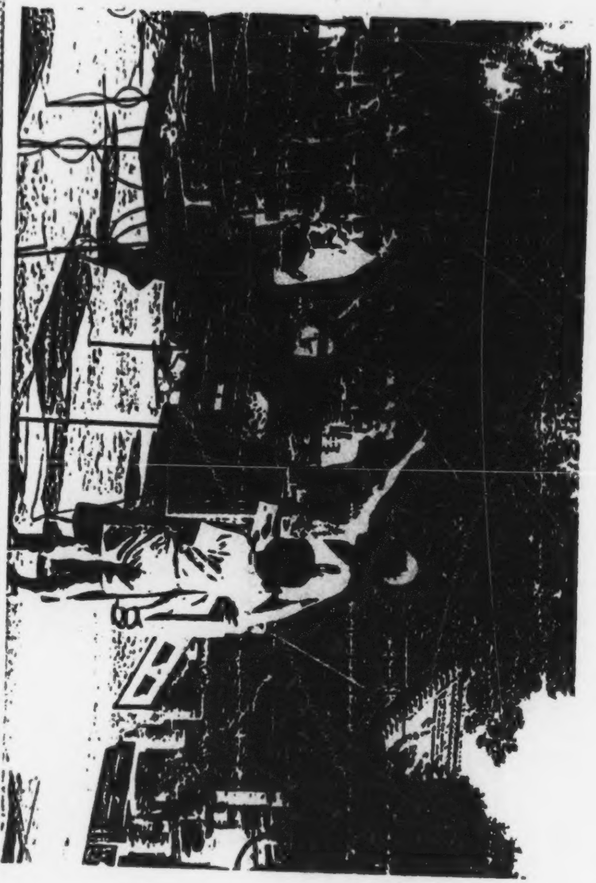
Xian street scene -
platform shoes very popular



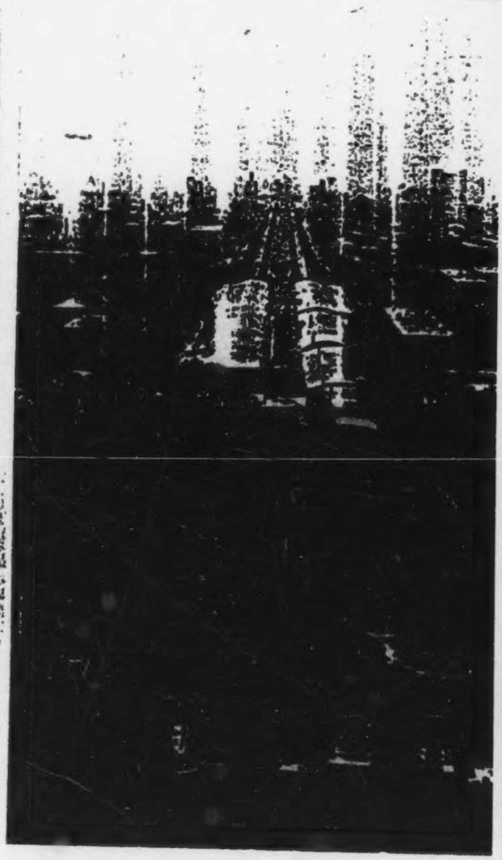
China Telecom - not all
homes have phones yet.
French heavily invested in
communications industry



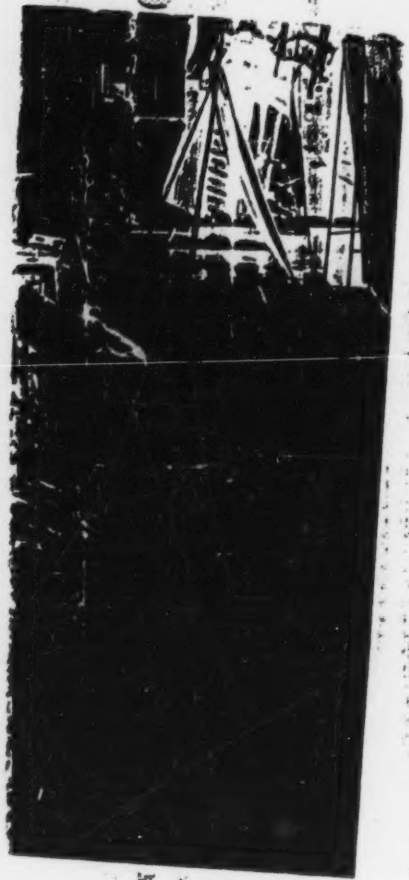
uddhist temple w/in Pagoda grounds



Temple w/in Pagoda grounds. Can purchase incense sticks & then burn as part of religious worship

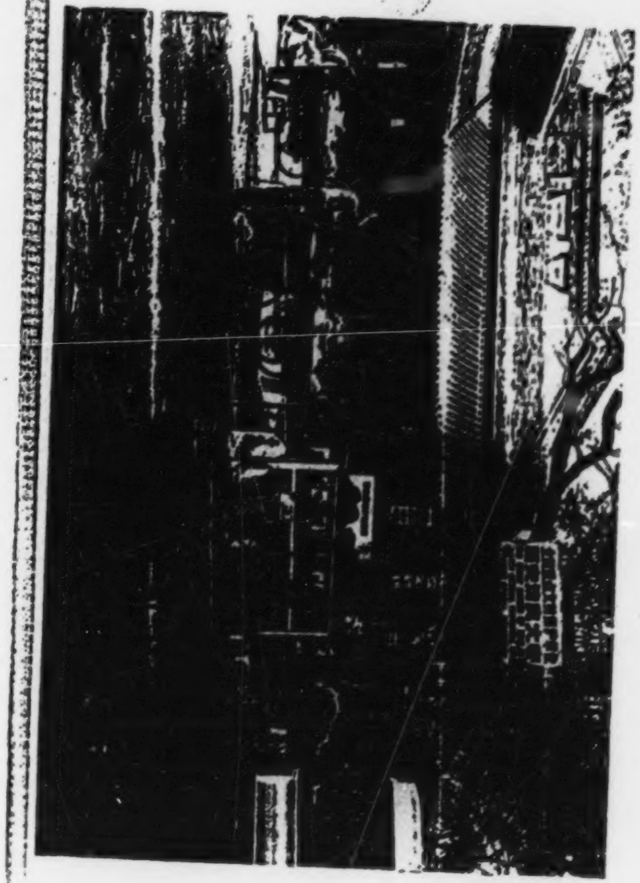


View from 7th story/top of Pagoda



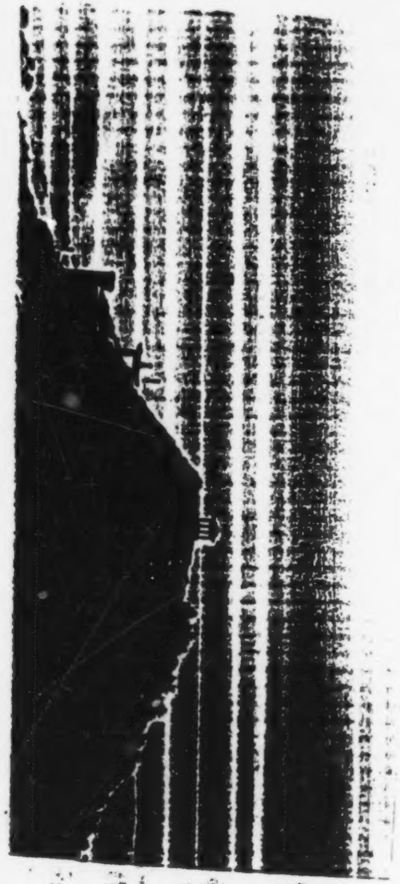
Moslem

359

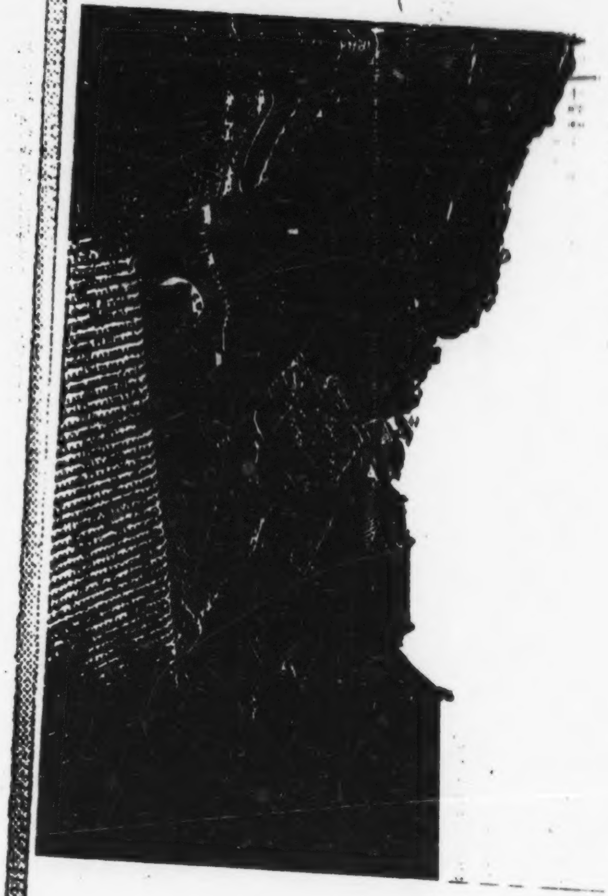


In the Moslem quarter

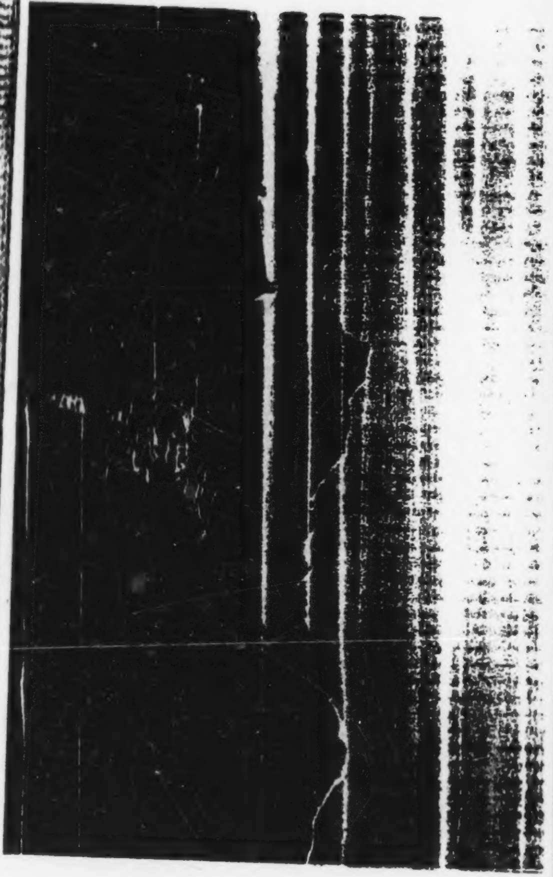
In the Moslem quarter 360



an- one temple includes
boy babies - women
pilgrimage to pray
oy babies

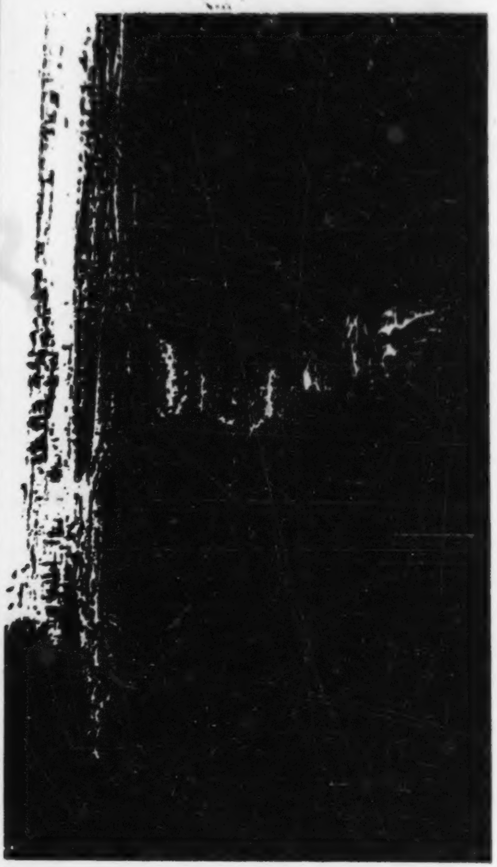


Tai Shan - yang/outer & yin/inner space - moon gate to get into yin space



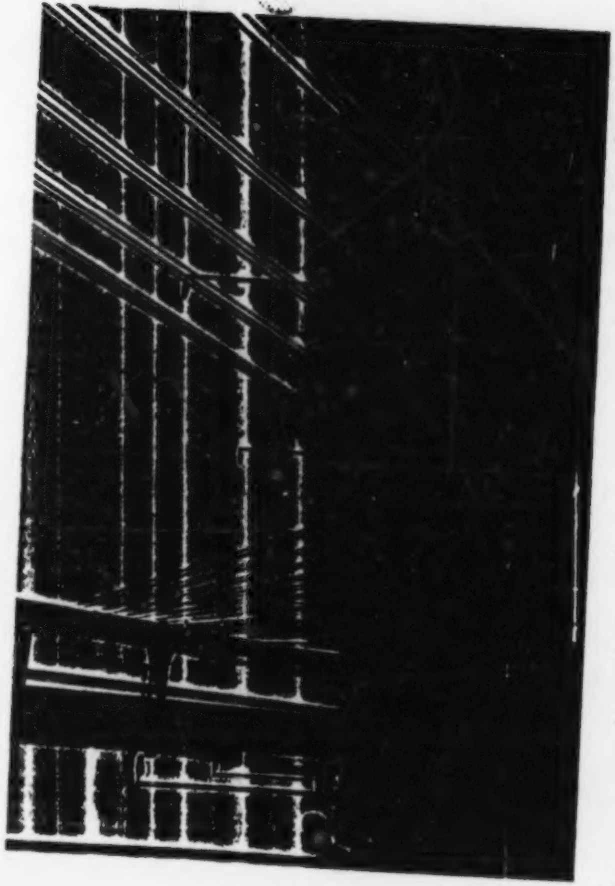
Tai Shan - inspiration for poets, writers & painters. One of five sacred Taoist mountains [illegible]

BEST COPY AVAILABLE



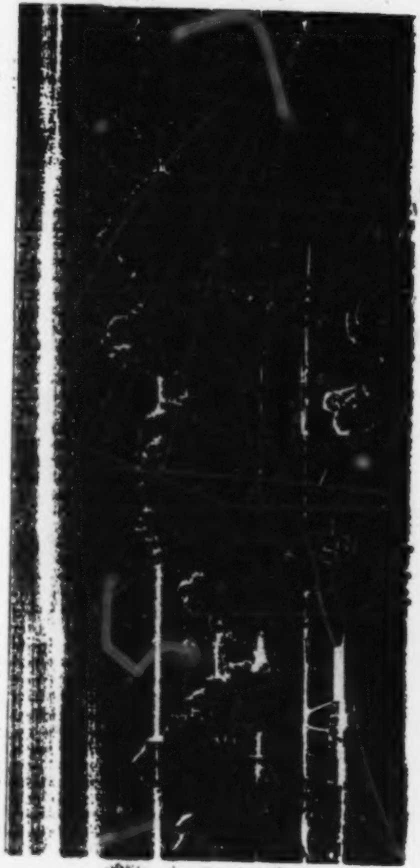
cllow River-annual
flooding enriches
farmland-but also much
destruction.

363



Bridge over Yellow River.

BEST COPY AVAILABLE

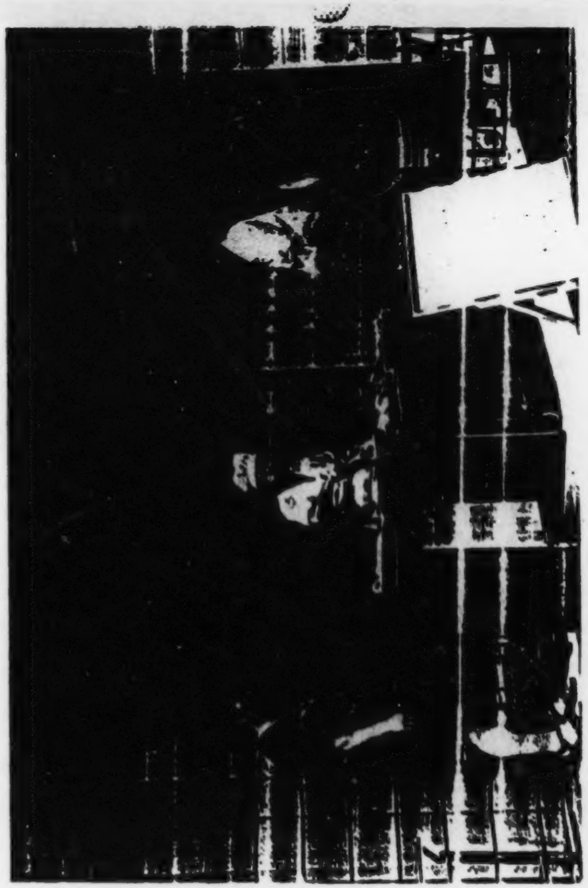


Jinan street scene

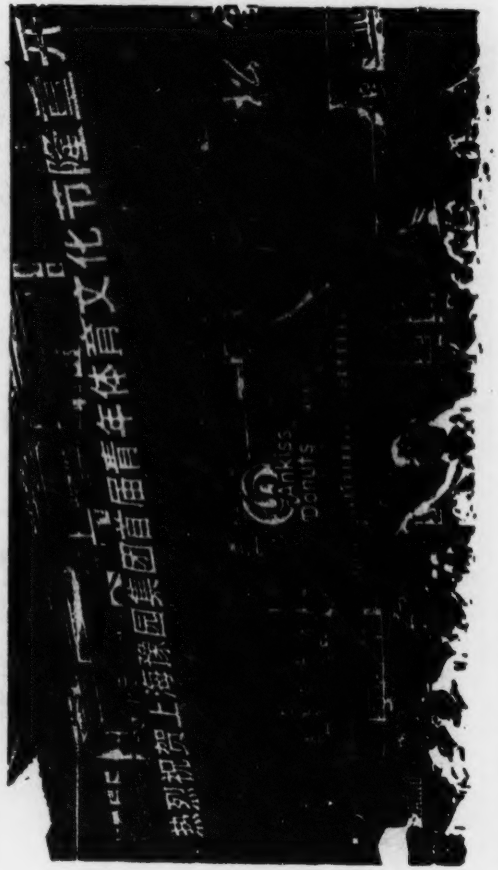
364

POLOCLASSIC

vear Yuyuan Gardens
Love those
dumplings! ☺

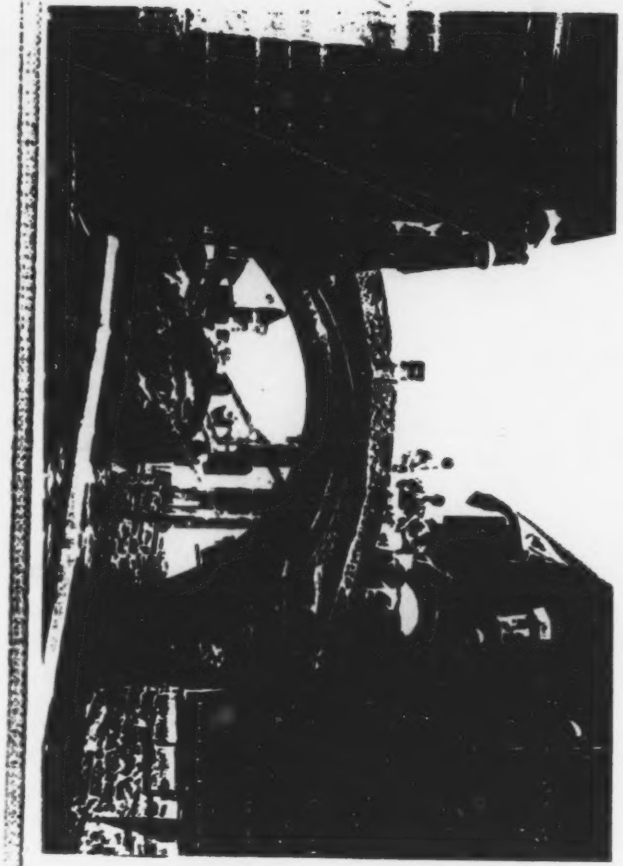


BEST COPY AVAILABLE


热烈祝贺上海国际集团首届青年体育文化节隆重开
Ankiss Donuts

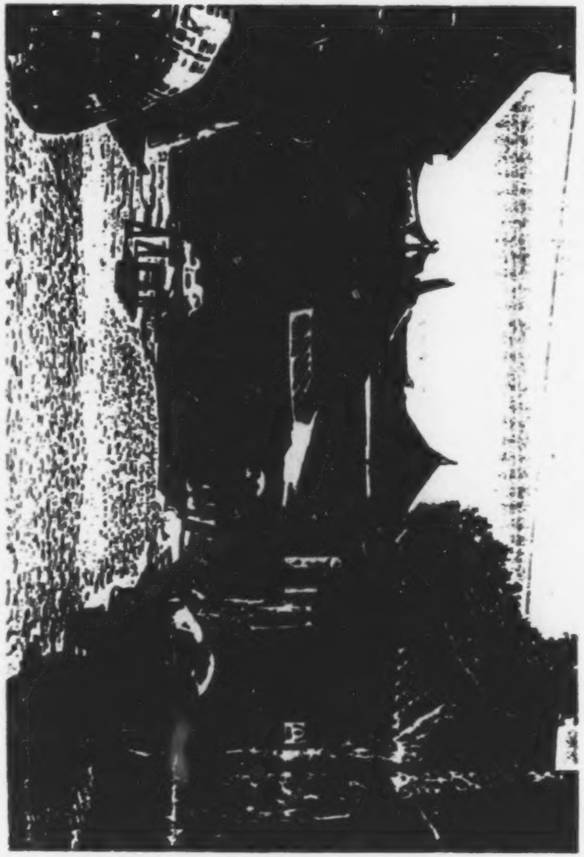
Not to be confused
with Dunkin Don

367



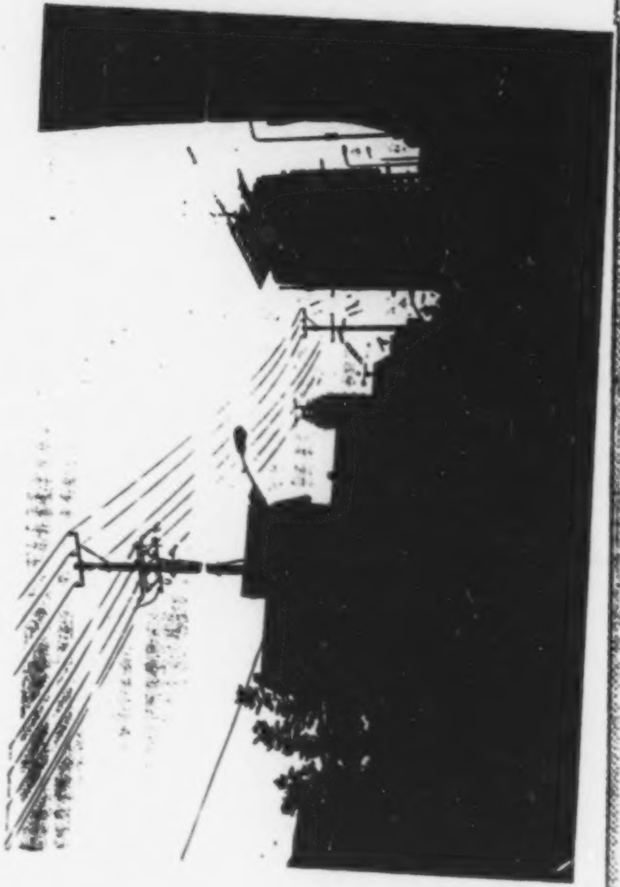
BEST COPY AVAILABLE

Zhou Zhuang
"Venice of China"
along Lake Tai Hu

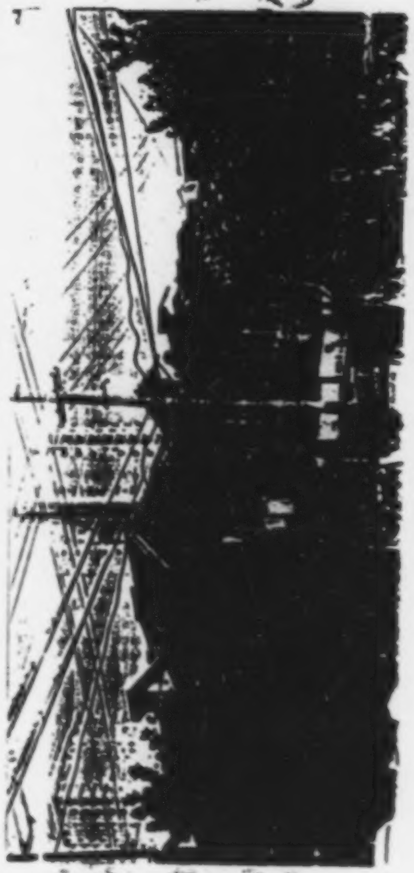


368

Shanghai - street scene

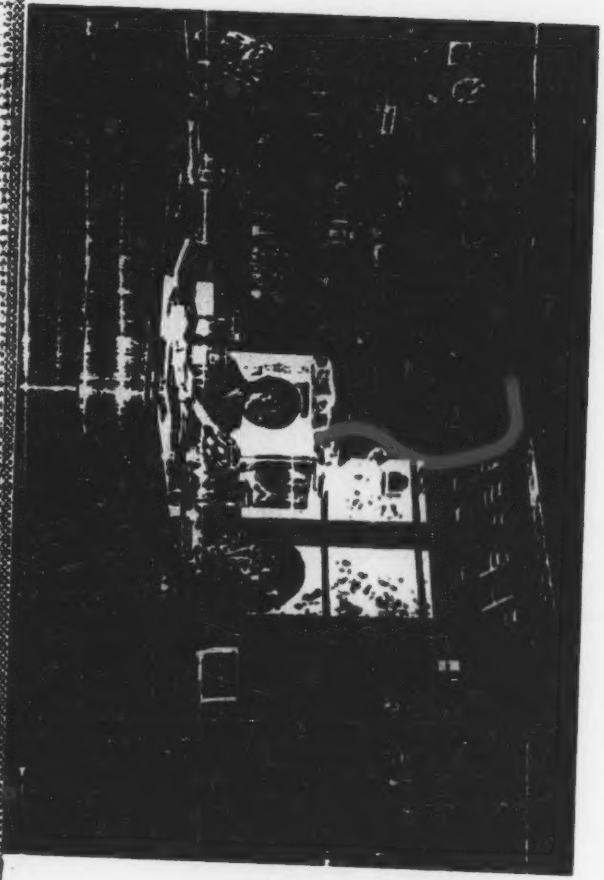


Shanghai - much new construction



Shanghai - French concession area

371



Teenage warehouse, Aberdeen,
Hong Kong Island. Center-
developed in 1995

372

Hong Island, Bank of China
bldg in center. Taken from

Portraits of Inhabitants in the Yellow River

大河人像

Han Nationality

373

Han Nationality

Portraits of Inhabitants in the Yellow River

大河人像

Han Nationality

Portraits of Inhal in the Yellow Riv

大河人像

BEST COPY AVAILABLE

374

tionality 大河人像

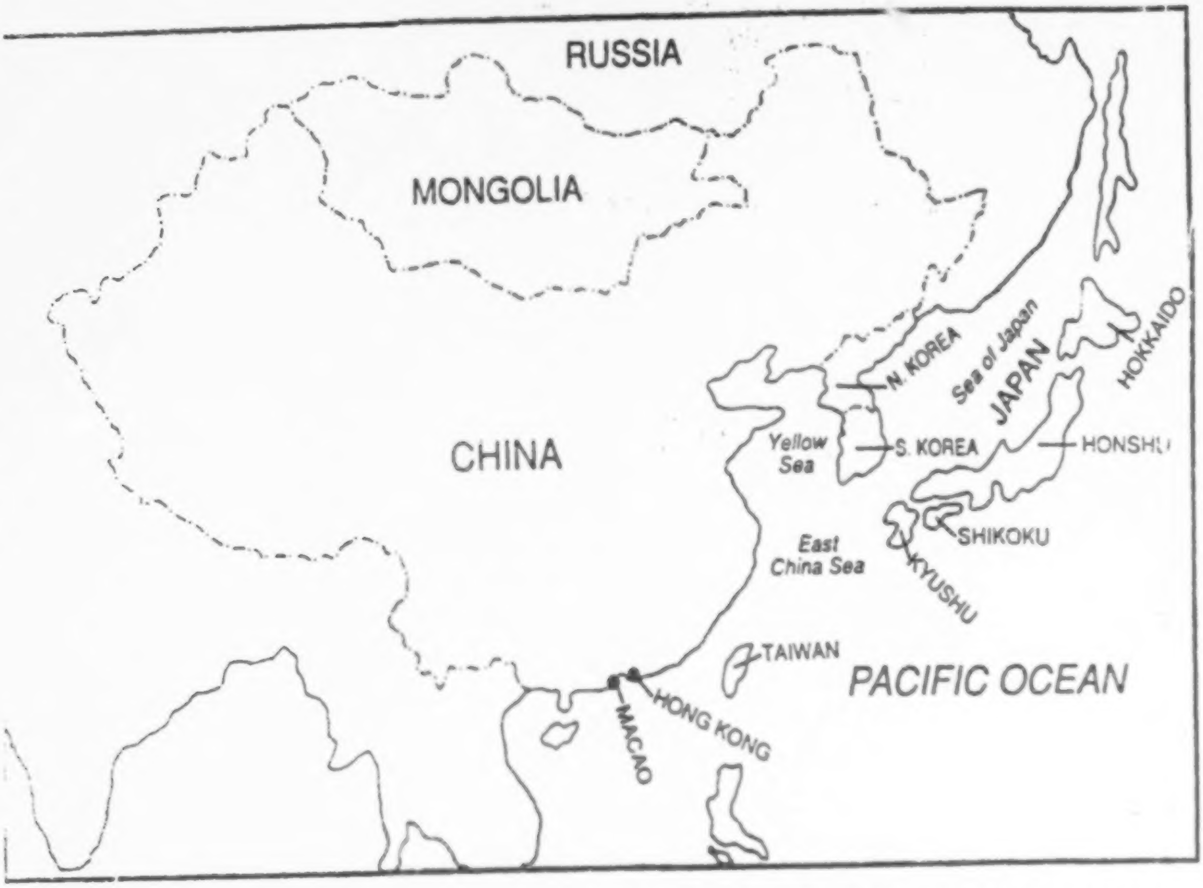
Portraits of Inhabitants in the Yellow River

Hui Nationality 大河人像

Portraits of Inhabitants in the Yellow River

BEST COPY AVAILABLE

East Asia



East Asia consists of China, Japan, Mongolia, North Korea, South Korea and Taiwan. All of these countries except Japan and Taiwan are part of the Asian mainland.

China has the largest population of any nation in the world. Most of its population is located near the east coast or in the fertile river valleys. Hong Kong, a heavily populated location, is a British colony made up of a peninsula connected to mainland China and over two hundred islands. Because of an agreement between China and Britain in 1984, this area is scheduled to become part of China again in 1997. Macao is a small Portuguese territory located nearby.

China is a large country. It contains a variety of landforms, including mountains, hills and plains. Its mountains include Mt. Everest, the world's highest mountain.

Because of its size and variety of landforms, China's climate also varies greatly from place to place. It contains desert areas, areas with extremely cold winters and tropical areas. China's climate is greatly affected by monsoons, which are seasonal winds.

Japan is made up of four large islands, plus about 3,000 small islands in the North Pacific. Japan's total land area is slightly less than California's, but its population is five times greater. Mountains cover most of the islands, accounting for roughly 70% of the terrain.

Japan rests over an unstable portion of the ocean floor. Over 1,000 earthquakes may occur within a year, but most are mild and go unnoticed. Tidal waves can occur after earthquakes which makes living on the shoreline hazardous. Some of the more than 160 volcanoes in Japan are still active, and typhoons are a possibility on the islands.

COPYRIGHT © 1993 McDONALD PUBLISHING CO.

China Map & Checklist

Label the map on the reverse side with these places

Cities & Regions

- Beijing
- Xian
- Lhasa
- Tibet
- Shanghai
- Hong Kong
- Macau

Mountains

- Himalayas
- Mt. Everest
- Kunlun Shan

Bodies of Water

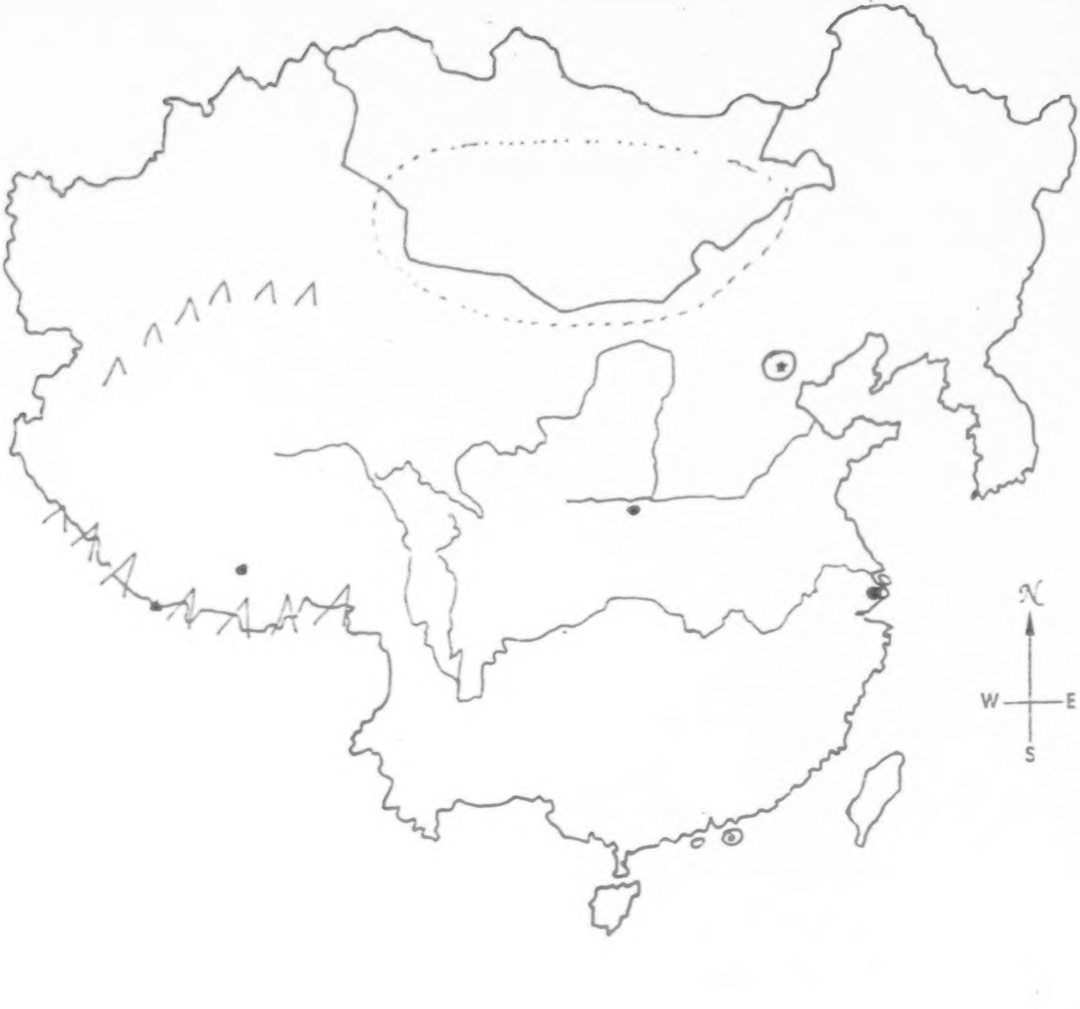
- Huang He (Yellow)
- Yangtze River
- East China Sea
- Pacific Ocean
- Taiwan Strait

Countries (draw in the boundaries)

- China
- Mongolia
- North Korea
- South Korea

Desert

- Gobi Desert


N
W
E
S

China – Key Terms Use your textbook to define these terms.

1. Middle Kingdom (p. 634)

2. Confucius & Confucianism (p. 636)

3. Silk Road (p. 636)

4. Great Wall (p. 634)

5. Communist Revolution (pp. 637. 644)

6. Mao Zedong (p. 643)

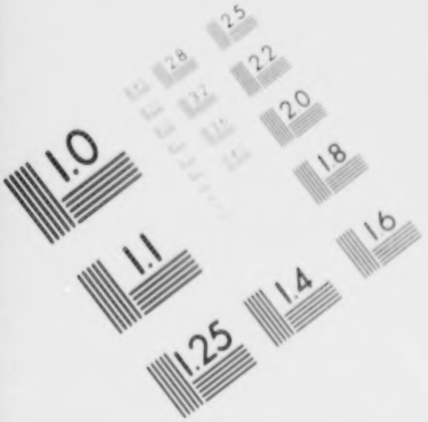
7. Collectives (p. 644)

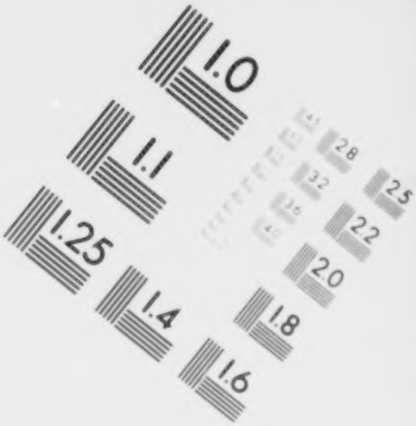
AIIM

Association for Information and Image Management

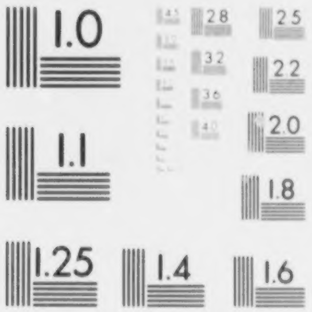
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

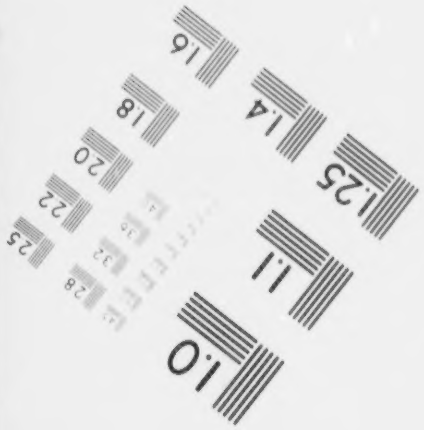
301/587-8202

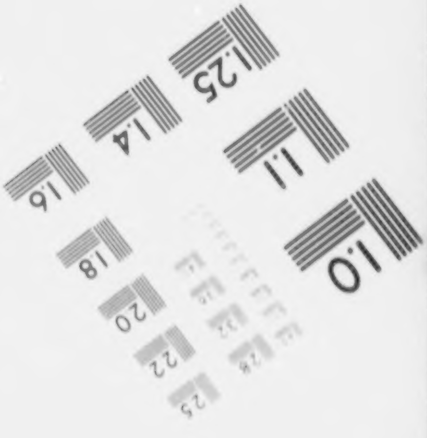

1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5

Centimeter
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
mm
1
2
3
4
5
Inches


1.0
4.5
2.8
2.5
3.2
2.2
3.6
4.0
2.0
1.1
1.8
1.25
1.4
1.6


1.6
1.4
1.8
1.25
2.0
2.2
1.1
2.5
2.8
1.0


1.25
1.4
1.1
1.6
1.0
1.8
2.0
2.2
2.8
2.5

MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

8. Cultural Revolution (p. 645)

9. Deng Xiaoping (p. 645)

10. Four Modernizations (p. 645)

11."one couple, one child' policy (p. 656)

11. Tiananmen Square (p. 648)

12. Ideograms (p. 657)

14. Acupuncture (p. 658)

IMPERIAL CHINA, 221 B.C. – 1911

China was first unified in 221 BC by the Emperor Qin (chin). He placed his capital in Chang'an, now Xian. Chang'an was at the eastern end of the Silk Road, so it was a busy center of trade, especially in tea, silk, spices, jewels and other valuable goods. Merchants from as far away as Italy traveled the overland route from the Mediterranean Sea through central Asia to China.

As a symbol of his power, Emperor Qin ordered that his grave be guarded by the Terra Cotta Warriors, an army of over 10,000 statues of horses and men. This important historic site was unearthed beginning in 1974.

During the next 20 centuries, emperors and their families continued to rule China. Each family group of emperors was called a dynasty; powerful dynasties included the Tang, Song, Yuan, Ming and Qing. Kublai Khan, grandson of Genghis Khan, took over control of China in 1271 and moved the capital to Peking, now Beijing. Marco Polo visited China during the rule of Kublai Khan, between 1275 and 1295.

In the 1410s, the emperor expanded the Forbidden City in Peking, making the palace and the other buildings the official seat of government. The Forbidden City has 9999 rooms. The Chinese considered it the center of their world; all power – political and spiritual – was centered in the Forbidden City. Twenty-four emperors lived in the Forbidden City up to 1911.

The Great Wall was expanded in the 1600s by emperors in the Ming Dynasty. The Great Wall expanded upon older walls that had been built as long ago as the Qin dynasty. It was hoped that the Great Wall would keep out invaders from the north, including Mongolia and Manchuria. Estimates vary for the length of the Great Wall; some write that it is more than 10000 kilometers.

For many centuries, China remained officially closed to merchants and business people from other countries. But starting in the 1840s, Great Britain, France, the United States and Germany forced China to open up to western trade. Great Britain took over control of Hong Kong, while Portugal took over control of Macau. The city of Shanghai was divided up among the European countries. While these actions brought many improvements to China, the Chinese people resented the way they were forced to give up land to outsiders. Their resentment planted the seeds of revolution in the 20th century.

Throughout the time that the emperors ruled China, common people had no power to help select their leaders or to create laws and regulations. In 1911, China became a republic, with an elected government. But overwhelming problems, including poverty, lack of technology and education, and invasions by the Japanese, made it impossible for the new government to succeed. China lived in a state of civil war and chaos until 1949, when the Communists took over control of the country.

COMMUNIST CHINA, 1949 - PRESENT

1. The "Mao" Years, 1949 – 1976

Led by Mao Zedong, the Communists took over control of China in 1949. They renamed the country The Peoples Republic of China. Mao's ambition was to lift China out of poverty and to make it the most powerful nation in the world. In order to do this, Mao brought sweeping changes to Chinese society. Farms, factories and businesses were taken over by the government. Private property was eliminated.

Mao brought many improvements to Chinese society, especially in the areas of health care, basic education and the rights of women. But much ill resulted too. Churches and temples were closed; openly practicing a religion was made illegal. Foreigners were forced to leave China. The government aimed for total control over people's lives. People who criticized the government were killed, imprisoned or sent to work in forced labor camps.

Mao's goal was to create a new society, based on equality and loyalty to the Communist party. This meant building a new culture of behavior, dress, values and customs. The Cultural Revolution occurred between 1966 and 1976 to destroy traditions from before the Revolution and to create this new culture. Music, books, film and theater from before 1949 were banned. Schools and universities were closed; students and teachers were sent into the countryside to work on farms. After Mao died in 1976, this sad period was renamed the Ten Years of Chaos.

2. The Modern Era, 1979 to present

Mao's successor, Deng Xiaoping, also brought sweeping changes to China. He shared Mao's ambition to improve life in China, but focussed on economic changes. His Four Modernizations sought to improve agriculture, industry, science and technology, and the military. Government began giving up control of farms, factories and businesses. Farmers now have freedom to plant and sell whatever crops they want. Many companies from countries in Asia, Europe and North America have entered in joint ventures with Chinese companies to run factories and businesses.

Much change has occurred in people's personal lives too. Temples, churches and other religious buildings have reopened and people are allowed to practice most religions. China has renewed communications and trade with other countries. This new openness has brought greater wealth to individual Chinese people; standards of living have greatly improved.

The expansion of economic activity has had bad effects too. Cities have grown rapidly; there is not enough housing for everyone. More people can afford automobiles, so air pollution is a problem. Increased factory activity has created water and air pollution. Pesticides are used more often on farms to increase productivity, but run off is polluting groundwater and streams.

Deng also confronted the problem of overpopulation. The "one couple, one child" policy was aimed at slowing down the growth of the population, thereby ensuring a more equitable sharing of resources. The policy is not rigidly enforced, especially in farm areas, but it has succeeded in reducing the rate of growth.

But many Chinese are still longing for the "fifth modernization," increased participation in the political system. The Communist Party retains its control of government. Frustration that political changes were not happening quickly enough resulted in the 1989 student demonstrations in Tiananmen Square in Beijing, outside of the Forbidden City. Since then, local elections have been held in some villages. Censorship of books, art and theater has lessened somewhat and some criticism of the government is tolerated.

The geography of China has also changed in this Modern Era. The former British colony of Hong Kong returned to China in 1997. Macau, once controlled by Portugal, returned to China in 1999. The government also seeks the return of Taiwan, now a separate country controlled by Chinese who fled the Communist Revolution of 1949.

A sweeping environmental change will occur with the Three Gorges Dam project, a massive hydroelectric dam currently under construction. Once it opens, hundreds of villages will be flooded, forcing the relocation of many people and the loss of farmland and historic sites.

China History: Summarizing the Key Facts
Who, What, When, Where, Why/How

DIRECTIONS: Review the China History readings to locate the key facts that are underlined. Fill out the notesheet below.

WHO	WHAT	WHEN	WHERE	WHY/HOW

CHINESE TRADITIONAL CULTURE: VALUES AND RELIGION

1. Taoism and yin – yang.

Developed in Imperial China centuries ago, Taoism taught that the world contained two opposing forces: **yin** and **yang**. Yin is feminine; yang is masculine. Neither is better than the other; you need a balance of opposites to maintain "chi", or the life energy force. Examples are listed below.

YIN	YANG
Feminine	Masculine
Earth	Heaven
Dark	Light
Soft	Hard
Cold	Warm
Moon	Sun
Right	Left
Art	Science

The well-being of the universe, society and individuals depended on the presence of both yin and yang. The two must be balanced. When yin and yang are out of balance, the result can be disease, disasters or catastrophies. Hence, individuals should follow a diet of both yin and yang foods, exercise regularly and maintain positive attitudes to maintain "chi."

2. Confucius and Confucianism. Confucius lived in China around 500 B.C. He was a scholar whose teachings are still widely followed today. According to Confucius, the ideal person was polite, honest, courageous and wise. The stability of society depended upon order and a code of hierarchical behavior.

The family was at the core of society. Children should obey parents; wives should obey husbands; students should obey teachers; everyone should respect the elderly. Everyone should obey the rules of the country, maintaining a sense of order and peace. Confucius taught: "do not do unto others as you would not have them do to you."

3. **Buddhism and Buddha.** Buddhism is a religion that developed in India,based on the teachings of a man named Sakyamuni, the "Buddha," or Awakened One. He believed that good is rewarded with good, and evil with evil. He lived around 2500 years ago, at the same time of Confucius. Buddhism came to China around 700 A.D.

   Central to Buddhism is a belief in **reincarnation**, a belief that the spirit is reborn after death, taking on another form. This cycling through of birth, death, rebirth, etc. continues until the spirit achieves "nirvana," or perfection. Buddhism teaches that people are born over and over again into higher or lower states, depending on how much good (or harm) you did in your last life. This existence can take the form of humans, animals or insects.

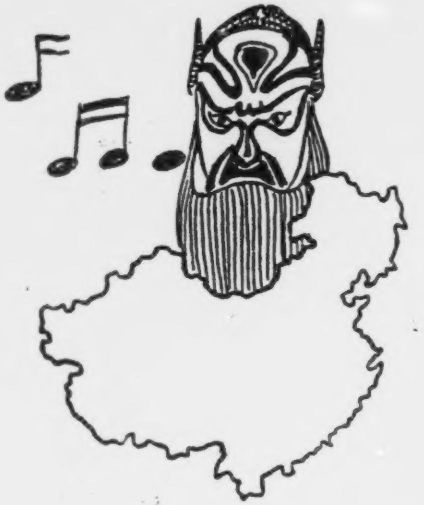
   Throughout China, there are many temples devoted to the worship of Buddhism, where people can go to pray and meditate on his teachings.

Assignment: 1. Develop a Venn Diagram to compare Chinese traditional values with American values

2. Be prepared to discuss your ideas with classmates.

BACKGROUND INFORMATION

CHINESE OPERA MASKS



Imagine you are visiting in China, attending a special evening performance. Sights and sounds include pantomime, music, martial arts, singing, dialogue among the performers, and acrobatics. Can you guess where you would be able to see and hear all this entertainment in one setting? It is the Chinese opera. As you can imagine, it is not easy being an opera performer and being required to be proficient in all these areas.

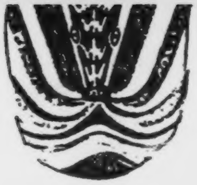
Much of the acting in Chinese opera is symbolic, with body and footwork giving clues to action and story. Body language and pantomime give visual effects of riding a horse, climbing stairs, or pulling a cart. Nothing is done casually. The slightest movement of hands, eyes, or mouth is highly significant.

The musicians are on stage with the actors rather than being in a pit off stage as in America. Instruments used include an organ with reed pipes, a mandolin, fiddles with two strings, the Chinese lute, bells, gongs, cas- tanets, drums, and the clarinet. Many times the melodies are improvised during the performances depending on the action on stage and the message intended to be conveyed to the audience.

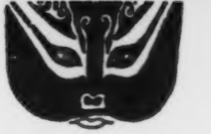
Dating back to the times when operatic stories were performed in the open air, makeup is bright and heavy. It is applied all over the face and is greatly exaggerated. For example, the handsome energetic face of the jing actor has eyebrows pointed upward signifying energy. (Jing are actors or singers who represent warriors, demons, heroes, or statesmen.) The clown has white paint around his nose and eyes. Audiences familiar with the operas and their stories can distinguish characters simply by their face paint.

Clothing worn for the Chinese opera is beautifully embroidered with bright colors. Special hats and jewelry are also used. The costumes are sophisticated yet comfortable, allowing for freedom of movement for the agile actors and actresses.

© Frank Schaffer Publications, Inc.



(*f*) Cloud designs for the God of Clouds.



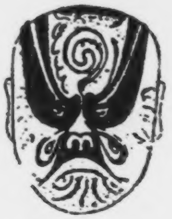
(*g*) Flame designs for the God of Fire.

Characters in the Chinese opera:

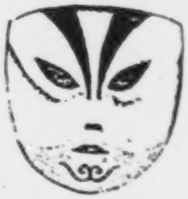
Women's Roles
- Fighting girl
- Woman bandit
- Good wife
- Warrior princess
- Old woman
- Maiden in distress
- Evil woman
- Flirting girl

Men's Roles
- Wise man
- Scholar
- Bandit and outlaw
- Tiger killer
- Heroes
- Servant
- Warrior
- Emperor

Women and Men
- supernatural spirit (good or evil)
- god or goddess
- prince or princess



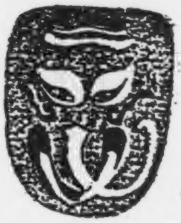
(*d*) The Tung-ch'ih Period (A.D. 1862-1875)



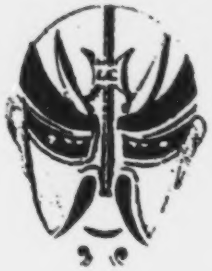
(*a*) The Ming Period (A.D. 1368-1644)

Colors and what they symbolize:

Yellow = emperor, powerful
Purple = old or elderly
Light yellow = member of royal household
White = young
Black = straightforward and loud
Blue = stubborn
Red = loyal person
Green = wickedness
gold = god or goddess/ supernatural



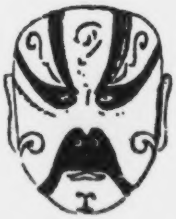
(*i*) An elephant's face for the monster whose original form was an elephant.



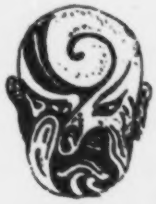
(*k*) The double battle-axe design on the forehead of Tou Êrh-tung (竇二東), the expert in fighting with that weapon.

Other features:

Eyebrows pointed up means you have energy
Frequent use of geometrical shapes on faces in order to have more than one color (example: Monkey god has triangle of red with gold circles around eyes and nostrils)



(*c*) The Hsien-fêng Period (A.D. 1851-1862)



(*e*) The Distorted Face (歪臉

The features of the face are abnormal, *e.g.* an improperly located eye or nose.

BEST COPY AVAILABLE

Key Learning: understands how the arts related to history, culture and society (Fine Arts)

Task: Make your own Chinese opera mask, using ideas from masks made for the Chinese opera. Your task has two major parts:

1. **the mask**
2. **written description of your character and the play in which he/she appears**

To assemble your mask, follow these steps:

1. Ask a classmate to trace the outline of your face on a piece of paper. This becomes your pattern.
2. Once you have the tracing, fold and cut to make a symmetrical pattern for openings for eyes, nose and mouth.
3. Select a character. See the list on the first page and consult Peking Opera Painted Faces for sample characters and stories.
4. Decide what traits or characteristics you want your character to have. Select what colors you will use to decorate your mask.
5. Decorate your mask, using patterns such as those shown on the other page and in the Painted Faces book.
6. Write a description of your character on a separate page. Be sure to give your character a name. Describe its characteristics and personality. Describe how this character is likely to behave. Imagine that this character is starring in a play: what is the story of the play?

IMPORTANT: use your imagination! Have fun!!!

CHINESE OPERA MASK PROJECT NAME ____________________ PER ___
Scoring Rubric

Comments

5: Wow! Great mask! Ready for Broadway! Mask is colorful; easy to see at a distance. Character description matches the mask. Description has good detail and is written clearly. No grammar or spelling errors.

4: Neat mask! Ready for Portland Stage! Mask has 2-3 colors; easy to see at a distance. Character description matches the mask. Description has some details; written clearly. Almost no grammar or spelling errors.

3. Interesting mask! Ready for Portland Players! Mask has 1-2 colors; difficult to see at a distance. Character description helps to explain the mask, but has few details. some grammar and/or spelling errors.

2: Is that a mask? 1-2 colors. Can't see it at a distance. Description gives few clues. Some grammar and/or spelling errors.

1: I didn't get it. I'll try again at Halloween. Mask has 1 color. Can't see it at a distance. Description gives little info. Many grammar and/or spelling errors.

____________________ Student grade

____________________ Teacher grade

The Farmer and the Tiger
(Continued)

But the farmer, whose eyes were very good, saw the swishing tail of the 老虎.

The farmer reached into his belt, pulled out a horn, raised it to his mouth and blew as loudly as he could. Quickly 二 人 who had been catching 魚 in a nearby river came running. Because they were so smeared with mud they frightened the sharp-toothed 老虎 away.

After such a great victory, the men generously offered the farmer a new 牛. He agreed to build the men a trap that very 天 with which to capture the 大 老虎. And so it happened!

Challenge! Using as many of the characters in the glossary as you can, try writing some sentences or a story.

©1992 Instructional Fair, Inc.

The Farmer and the Tiger

Name ______________________

Use the glossary to write the English words above each of the Chinese characters.

Glossary

cow/cows	small/little	fish	two	mountain	up
牛	小	鱼	二	山	上
day/days	three	big	down	child/children	one
天	三	大	下	子	一
tiger	person/people	China	walk/walked/walking		
老虎	人	中国	走		

In 中国 there once lived a farmer whose 牛 no longer gave milk. Such a disaster!

Now his 三 小 子 would have no milk. And so the farmer 走 to the neighboring villages, looking for a 人 who might exchange a 牛 for labor.

He looked 上 and 下 the countryside until at last he came to a 大 山 on which a fierce 老虎 lived. Now this 老虎 was very hungry.

He crouched 下 and hid his body, thinking he might eat the farmer for his meal.

©1992 Instructional Fair, Inc.

CHINESE LANGUAGE TIPS

Assignment: Select 4 words or phrases.
Prepare an oral quiz for a classmate.

English	Chinese
Hello	ni hao
I'm an American	wo shi mei guo ren
Sorry / excuse me	dui bu qi
Please	qing
Thank you	xie xie
You're welcome	bu keqi
Good-bye	zai jian

FINAL PROJECT: MODERN DAY MARCO POLO

TASK: Prepare an illustrated journal (first person voice) describing your journey through China.

LINK TO LEARNING RESULTS: This project will demonstrate your

KNOWLEDGE of the physical, political and cultural geography of China and
of the cultural characteristics that make China distinctive.

UNDERSTANDING of the relationship between cultural and physical geography

ABILITY to interpret, integrate and present geographical data

1	2	3	4	5
Little evidence		Needs more work		My best work

CONTENT (x3)
Map; writing describes two cities. Includes special features, historic sites, people activity. Describes three culture topics, providing specific examples and explaining importance. Student assessment and reflection are completed.

FORMAT (x 2)
Combines written and visual information. Map and pictures are accurately labeled. Labels explain writing. Bibliography in correct format.

MECHANICS (x 1)
Meets deadline. Word processed. Correct spelling and grammar

STUDENT SCORE ___________ **/ 30 =**

TEACHER SCORE___________ **/ 30 =**

REFLECTION QUESTIONS

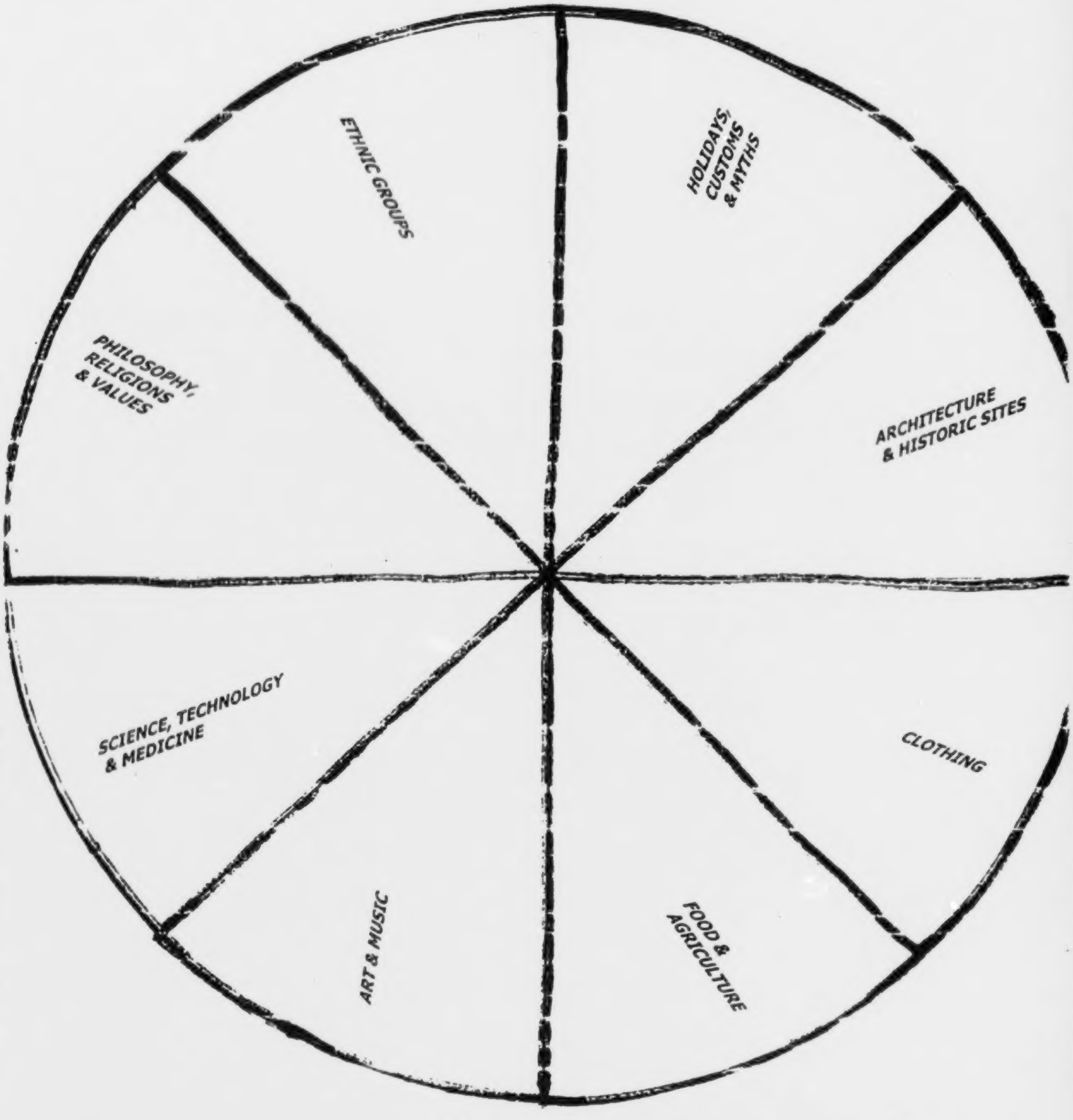
What was easy about this project?

What was your greatest challenge in doing this project?

What would you do differently and why?

Look at the Learning Results listed above the grading rubric.
Explain how your work demonstrates at least one of the key learnings for Social Studies.

CHINA – CULTURE WHEEL


ETHNIC GROUPS
HOLIDAYS, CUSTOMS & MYTHS
PHILOSOPHY, RELIGIONS & VALUES
ARCHITECTURE & HISTORIC SITES
SCIENCE, TECHNOLOGY & MEDICINE
CLOTHING
ART & MUSIC
FOOD & AGRICULTURE

Steps to a successful project:

SELECT YOUR TOPICS AND TAKE NOTES

1. Select two of the four cities presented in slide shows. Circle your two choices:

   Xian/Chang'an   Beijing   Shanghai   Hong Kong

2. Take notes from Ms. Miller's slide shows:
   Where is it located?
   What is special about this city? Historic sites? People activity?
   What are your impressions of this city?

3. Investigate the "culture wheel" and select three topics from the wheel.
   What have you already learned about each topic?

DO ADDITIONAL RESEARCH

1. Investigate the photographs and objects in Ms. Miller's boxes from China to add further information about your topics.

2. Investigate written resources, such as books and pamphlets from China, the collection of National Geographic articles, your atlas and guidebooks.

3. Gather materials or ideas for illustrations.

4. Record your sources of information (bibliography) on the notesheet. Be sure the follow the correct formats.

WRITING: FROM FIRST DRAFT TO FINAL DRAFT

1. Use your notesheet to organize your ideas, sentences and paragraphs. Don't worry about spelling or grammar in this first draft. Write in the first person voice. Decide what illustrations go best with your writing.

2. Prepare your map, showing the places you are describing as well as the three major environments, key rivers and mountains of China.

3. Do a peer or parent review of your first draft. Identify spelling or grammar errors. Make corrections and rewrites as needed.

4. Word process your final draft

ASSEMBLE YOUR JOURNAL

Your journal should have a map of China
Written descriptions
Illustrations
Bibliography

EVALUATE YOUR PERFORMANCE

Complete the grading sheet and reflection

National Geographic Articles

Imperial China

1. A Lady from China's Past [Han Dynasty], Natl Geo, May 1974
2. China Unveils Her Newest Treasures [Han, Tang, Yuan Dynasties], Natl Geo, December 1974
3. China's Buddhist Caves, Natl Geo, April 1996

20th century – pre-Revolution

4. Our Man in China, 1922-1935, Natl Geo, January 1997

20th century – opening after Cultural Revolution

5. Hong Kong [1971], Natl Geo, October 1971
6. Return to Changing China [1971], Natl Geo, December 1971
7. In Long Forbidden Tibet [1980], February 1980

20th century – Deng Xiaoping Era & Move to Modernity

8. Sichuan [1985]: Where China Changes Course, Natl Geo, September 1985
9. China Passage [1988] – By Rail, Natl Geo, March 1988
10. The Remote World of Tibet [1989], Natl Geo, June 1989

20th century – 1990s and move to socialist capitalism, environmental issues

11. Xinjiang [western China 1996], Natl Geo, March 1996
12. Boom Times on Gold Coast of China [1997 Shenzhen, Guandong Province, Hong Kong], Natl Geo, March 1997
13. China's Three Gorges Dam – Before the Flood, Natl Geo, September 1997
14. New Hope for China's Giant Pandas, Natl Geo, February 1995

THE CHINA CONNECTION

Fulbright - Hays Seminars Abroad Program - China
(Summer 1999)

by
Patricia J. Morris
Social Studies Chairperson
Ballard High School

Introduction

The China Connection

As an educator I believe the teaching challenge of the 21st Century is to prepare students for world citizenship. Students must develop an international perspective to succeed in the global market and become responsible stewards of tomorrow's world, through mutual understanding and respect.

Addressing this issue, the Kentucky General Assembly enacted legislation requiring a third Social Studies credit for High School graduation. This mandate specifically calls for a new course, integrating geography, economics and political science.

In 1998, Ballard High School complied with this new legislation by piloting a Social Studies Seminar Course. Divided into four nine week segments, a humanities component was added to further permeate and enhance the spectrum of the course. Stressing core concepts and basic skills the course lacked integration --a connective element to establish the interrelationships and interdependencies that exist in a true study of the social sciences.

Adapting a "China Connection" -- an on-going case study in the geography, economics, politics and humanities of developing China would provide the missing cohesive element. More importantly, China is the Mother Lode of dark secrets, hidden treasures and "forbidden cities". Why not entice students--lure them through the new Seminar Course using the magnetism of the mysterious Orient!

Purpose

The "China Connection" to the Social Studies Seminar Course is designed to allow students to make direct application of acquired core concepts and basic skills to a real life

situations.

Student Objectives:

1. **To promote an understanding of the Social Studies as an integrated, interactive, and interdependent discipline.**
2. **To develop critical thinking and problem solving skills, through real life, performance based activities.**
3. **To present a better understanding of China as a developing country though a study of their geography, economics, politics and humanities.**
4. **To develop an appreciation for cultural diversity.**
5. **To awaken an international perspective and encourage a responsibility to world citizenship.**

Kentucky Standards:

2.14 Students recognize issues of justice, equality, responsibility, choice, and freedom and apply these democratic principles to real-life situations.

2.15 Students recognize varying forms of government and address issues of importance to citizens in a democracy, including authority, power, civic action, and rights and responsibilities.

2.19 Students recognize the geographic interaction between people and their surroundings in order to make decisions and take actions that reflect responsibility for the environment.

2.20 Students recognize continuity and change in historical events, conditions, trends, and issues in order to make decisions for a better future.

2.21 Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others, and human relationships.

Introductory Activities

"Chinese Checkers"

I. List across the board the following countries: Russia, United States, China, Britain, Germany and Japan.

Beneath each country, randomly tape a "Fact Sheet" (See Appendix A) that makes a vital statistical statement. Invite students to "Come on Down" to re-arrange the "sheets" to correctly correspond to the appropriate country, in thirty seconds. After 3 - 5 student attempts, the teacher will place all the "fact sheets" under China.

Questions/Discussions:

--Explain the difficulty of matching all the "fact sheets" to China.

--Which areas of the Social studies do these "facts" represent? (Geography, Economics Political Science, Humanities)

--Is it important to study China today? Why?

"Alphabet Soup"

II. Distribute to pairs of students –*Hand-Out I* which contains ten "scrambled" words or

phrases about historical Chinese facts or great achievements. Instruct each team to unscramble each line and list 1 - 10 which came first. (Allow 5 - 10 minutes for the activity.)

"Overhead: Transparency I "Unscramble History"

Have teams check their answers with the answer grid.

Questions? Discussion:

--What do these "facts" or great achievement tell us about China's past?

--Why do we know so little about China?

--Is it important to study China? Explain.

Unit

The "China Connection": Developing for the 21st Century.

The Social Studies Seminar Course is divided into nine-week segments, consisting of Geography, Economics, Political Science and Humanities. Students study the core concepts of each discipline concentrating on developing a basic understanding and appreciation for each discipline. The "Chinese Connection" unit creates a cohesive umbrella for the integration of basic social studies knowledge, while providing a format of "hands on," participatory activities and performance based assessment.

The "China Connection" is a flexible yearly unit composed of two interactive teaching strategies to incorporate both collaborative and individual learning styles.

I. "Discovery Packets"

For an "up close and personal look" into the real issues and challenges facing the People's Republic of China in the 21st century. "Discovery Packets" have been assembled in each of the four segments. The students, operating in groups, (5 -6 per group) act as investigative teams answering the questions outlined in their Development Discovery Sheet. The four "packets" contain maps, newspaper articles, reading charts, graphs, etc. in order for students to analyze and evaluate current Chinese geographic, economic, political and social issue problems within the context of a developing nation . The "Development Discovery Sheet" is generic and applicable to all four segments.

Time: 1-2 Class Periods (50 - 55 minutes)

Summary/Evaluation: (Reserve last 5 minutes)

--Discuss questions 1 -3 with entire class.

--What conclusions can we draw concerning China's development?

--Discuss Question 4 -- Allow each group to present problem/solution.

*See Appendix for "Discovery Sheets" and packet materials.

III. Individual Projects

The second component of the "China Connection" Unit promotes individual learning of Social Studies skills though "hands-on" projects. Assigned early in each nine week segment these long range projects act as evaluation instruments to assess mastery of core concepts and basic skills.

Geography Component

"On the Road Again"--Trip-Tik

Students will create a personal China "Trip-Tik" between two Chinese cities/ destinations that are a minimum of 1,000 miles apart. Using a AAA Trip-Tik as a model each student's will design their own "best route", in order to experience the diversity in geographic settings, including land - form and climate variations. Using existing roads, rail lines and airports are optional.

Requirements: Trip-Tik

(1) Cover Page--Title (city to city) outlined and miniature map depicting entire trip.

(2) Introductory Page -- include legend/key, compass rose and scale (limit of 100 miles per page.

(3) Written narrative on front or back of each page to describe geography, climate etc. of various regions crossed, plus points of interest.

(4) One of each of the following must be traveled/crossed on route:

3 Major Cities (excluding start and final destination points.)

1 Major River

1 Mountain Range

1 Plain or Plateau

Encourage students to customize their "trips" to their unique interests and personal creativity!

Time: 2 weeks (15 - 20 minutes per class session)

Materials needed: Individual atlas

Maps of China

Paper, rulers, markers, crayons, etc.

Peer Evaluation

Trip-Tiks will be randomly exchanged for peer evaluation using the following rubric: ***4 = A, 3 = B, 2 = C, 1 = D, 0 = Failure to complete***

`(4)- All requirements are met

Scale/legend accurate

Narrative is clear and concise

(3) Most requirements are met

Scale/legends accurate

Narrative is mostly clear and concise

(2) Same requirements are met

Scale/legend are inaccurate

Narrative is minimal

(1) Little evidence of effort

***Peer evaluations are submitted to the teacher for final approval. Students inaccurately correcting a Trip -Tik will have points deducted from their grades.**

Political Science Component

"Interview with a Patriot"

Tearoom Conversation

In order to understand the "developing " nature of the Chinese political system during the 20th Century , student groups will take an "up close and personal" look at five Chinese leaders/Patriots of the 20th Century: The Empress Dowager, Sun-Yat Zen, Mao Tse-Tung, Chiang-Chi-Shek, and Deng Xiaoping.

Time: 1 week (Allow 20 -25 minutes per class -reserve 5th day for "conversations".

Materials: Library/Computer/ Internet Access.

Each group will select a leader to investigate based on the following: Background, beliefs, rise to power, successes, failures, enemies, etc.. Research will be presented in a "conversational" format. Each student in a group will assume a "role", for example: Mao, his wife/wives, enemy, friend, parent, etc., in order to share their research with the entire class. The goal of the conversation is to address the "patriot's" contribution to China's development. Serve tea and rice cakes to enhance the "conversations"!

Analysis/discussion: whole class

1. **Which leader/patriot had the greatest impact on developing China? Explain.**
2. **Which leader/patriot made the least development impact? Explain.**
3. **What American Patriots would have had similar impact? Why?**
4. **What comparisons are there (if any) between American patriots and the Chinese patriots?**

Economics Component

Consumer Reports: "Made In China"

Introduce this lesson with a take home list entitled "Made in China". Students will conduct an inventory in their homes for products with a "Made In China" tag. Develop an in class list (overhead/board) of their findings.

Questions/Discussion:

Describe the variety of products listed.

Why the abundance of Chinese products in the United States?

Are Chinese products comparable to the United States products in price/quality? Why?

Allow each student to select a product to research and compare to 3 - 4 similar U. S. products and present their findings in "Consumer Reports" class presentation. Students must develop their own criteria for product evaluation, using a minimum of 5 comparatives. For example, clothing criteria may consist of these categories: material used, quality, durability, style/washability/ etc. All consumer reports must include a price comparison category. A minimum of 3 evaluators must be used in the comparison test of the products. Remind students to keep the products anonymous, using A,B, C, etc. labels to identify the product to the testers. Use numbers (1 - 3, 1 - 5) for testers to rate high/low each product. The results should be clearly charted for class presentation.

"Consumer Reports"

Time: Allow 2 - 3 weeks Individual Research Preparation

Individual Presentation: (5 - 8 minutes)

Students display/demonstrate/ offer samples of their Consumer Report products. a chart/overhead transparency of their findings is displayed/discussed. Students make recommendations of the "best buy" based on their economic concepts of Value vs. Price. Display "Consumer Report" charts for the entire school.

Humanities Component

"A Picture is Worth a Thousand Words"

Instruct students to list numbers 1 - 30 on a blank sheet of paper. As 30 slides are viewed of China, they are to identify/define/explain any sight/scenes they recognize. This is a "silent movie"--teacher only identifies slide by a number.

Slides (See Bibliography)

Time: 5 - 6 min (10 seconds per slide)

Discussion:

Which slides did you recognize? Why?

What do these pictures suggest about Chinese culture past and present?

Would you like to know more about Chinese culture?

"The Last Picture Show"

Allow students to select a slide they would like to research and prepare a 2 page

written commentary. The combined class commentaries will act as the "script" for "The Last Picture Show" - a replay of the "silent" show but with voice! Each student will have a "speaking" rule in the movie with his slide commentary "translated" into a 2 minute oral format. For the "premier" showing assign each student an additional role:

Students:	**1**	**Director (Commentary/timer)**
	1 - 2	**Slide editor (Arrange slide sequences)**
	1 - 2	**Commentator (Introduction/conclusions)**
	1	**Music Director (Background music)**
	1	**Projectionist (Operates projector)**
	2 - 3	**Invitations (Invite Students/Staff)**
	5 - 6	**Decorations**
	5 - 6	**Refreshments**
	2 - 3	**Housekeeping (Clean-up)**

Evaluation

Each student will be evaluated on extent of research, accuracy of content, and concise, creative presentation style.

4 - Evidence of extensive research

- Content Accurate

- Extremely concise and creative

3 - Evidence of average research

- Content mostly accurate

- **Mostly concise/somewhat creative**

2 - Some research

- **Some inaccurate content**
- **Lacking clarity/creativity**

1 - Little research

- **Inaccurate content**
- **Unclear presentation**

Development Discovery Sheet

Name:______________________________ **Date** ______________

Group Instructions: Distribute/Rotate all articles/maps/charts/pictures etc. to each group member. Allow 15 -20 minutes of "discovering" the (Geography, Economics, Politics, Social Life) of China.

Notes:____

"Development Discovery Sheet"

Group Response Questions

1. What does the "packet" material suggest about the (Geography, Economics, Political or Social Life of China?

2. Identify signs in the Development Process:

Underdevelopment	**Developing**	**Developed**

3. Has China's Geography, Economics, Politics and Culture been a plus or minus in the development process? Explain!

4. What problem/issues did you discover?
Problem Background?
Current Status?
Solutions?

***Group Solution Proposal:**
Extension/Extra credit: Group students who want to do additional research on the PROBLEM discussed. Assign specific research areas and allow group to present their findings to the class.

APPENDIX

"Chinese Checkers"

Make separate sheets in large type for each of the following:

"90% of people live on 1/6 of land."

"Largest producer and consumer of coal."

"1/4 population below international poverty level."

"Home to 5 of 10 most polluted cities in the world"

"Over 10 million Baptized Protestants."

"World's second largest energy consumer"

TRANSPARENCIES

TRANSPARENCY I

"Alphabet Soup"

Answers

		Chronological Order
TRAGE LALW	Great Wall	3
RPEAP YOEMN	Paper Money	8
DSDMIBU	Buddism	6
WBCSRSOO	Crossbow	2
FNSCIOOU	Confucius	1
KSLI DAOR	Silk Road	5
PCSMAO	Compass	4
PNUWGOERD	Gunpowder	9
ITPNRDE OKBOS	Printed Books	7
ACRMO OPLO	Marco Polo	10

Bibliography

Books:

National Committee on U.S. - China Relations......Fulbright Hays Seminar to China Handbook

China's Statistics Year Book 1992

Statistics Bulletin of National Economy and Social Development 1993 - 1998

News Papers:

The China Daily (July 1999)
The Courier Journal - Gannett Press, March - August 1999

Internet:(www.chinapage.com/china.html)

China Executes at Least 71 in a Day: The Associated Press, June 25, 1999

Slides:

"A Survey of China" Beijing Slides Publishing Co., China L - H -9310 (1 -32)

"China Scenes", The Beijing Slide Studio, China (1 - 24)

Lecture Materials:

Professor Liang Jizong - Northwest University, "Some Key Problems About China's Sustainable Development"

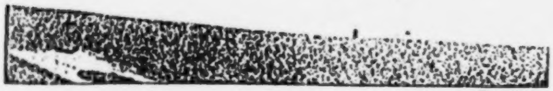
425

CHINA
CONNECTION

"DISCOVERY PACKET"

HUMANITIES

CHINA DAILY



File photo

Li Ning performs on the pommel horse during a gymnastics competition.

Li joined the national team in 1980. But his second coach, Zhang Jian, then head coach of the national team, soon discovered that Li Ning lacked certain

games that [illegible] was impossible for Li to win a gold. His degree o difficulty of routine was too low,' Coach Zharg Jian said.

"But he still had no hesitation

WHAT'S ON

Sponsored by
the China Acrobatic Troupe

EXHIBITIONS

Prints show — The Wan Fung Art Gallery is holding a joint show of prints and pencil drawings.

On show are about 60 pieces of works of copperplate, lithography, woodblock and pencil drawings which had been created in the past 50 years.

The works displayed vividly reflect the changes in different aspects of Chinese society.

Time: 9 am-6 pm, till July 14

Place: 136 Nanchizi Dajie, Dongcheng District

Tel: 6523-3320

Lithography — The Beijing International Art Palace is holding an exhibition of Li Fan's lithography.

This is the Li's third one-man show since his graduation from the Central Academy of Fine Arts in 1992. Through employing the sophisticated and rich colour-blinding technique of lithography, Li presents vivid scenes of urban life. His works reflect the social state of urban people in modern times and convey the contradictions and conflicts of the society.

As a teacher in the academy, Li has had his works displayed in many exhibitions in China and abroad.

Time: 9 am-4 pm, until July 14

Place: 48 Wangfujing Dajie, Dongcheng District

Tel: 6512-5063

Woman world — Tao Sha will conduct a one-person show of her lacquer paintings at the Creation Gallery.

Tao concentrates on ancient beauties and various totem images of the East and West. Full of imagination and creativity, Tao creates with simplicity and elegance, exposing the rich inner world of the female painter. To Tao's point, artists should provide a medium of art through which viewers can enjoy the inside character of the works and combine it with their emotions towards the outside world.

Time: 10 am-8 pm, July 16-21

Place: Ritan Dongyijie, Chaoyang District

Tel: 6506-7570

STAGE

Song and dance — The Dongfang Song and Dance Ensemble is going to present two shows.

The ensemble became popular in the early 1960s. Star singers and exotic dances propelled its success.

In the coming performance, audiences will see familiar singers such as Cheng Fangyuan, Li Lingyu, Mu Xuanpu and Zheng Xulan. Dance and music of a dozen foreign countries are also featured.

Show: "The Grace of China"

Time: 7:30 pm, July 30-August 1

Show: "Oriental Flower"

Time: 7:30 pm, August 2-3

Place: Century Theatre, 40 Liangmaqiaolu, Chaoyang District

Tel: 6466-0032

Chinese drama — The Central Experimental Theatre will present "The Japanese Soldiers I Know," a drama adapted from the reportage of the same title by Fang Jun. Fang wrote about his experiences meeting with old Japanese soldiers who invaded China in World War II.

Playwright Ouyang Yibing adapted the reportage and Wang Zunxi, famous for dramas about army life, directs the drama.

Time: 7:30 pm, August 1-3

Place: China Children's Art Theatre, 64 Dong'anmen Dajie, Dongcheng District

Tel: 6512-9689

唐人百戏 Marvelous Acrobatics

"Chinese Soul," a grand variety show performed by the famous China Acrobatic Circus and specially packaged for foreign visitors in China, features marvelous programs which won gold medals at well-known domestic and international acrobatic contests. Integrating superlative acrobatics with the finest ancient Chinese dancing, kung fu, opera, national music and ethnic costumes, the star-studded cast will amaze you at every turn. Jointly sponsored by the tourism and cultural bureaus of Beijing Municipality, the show is your best and final choice for evening entertainment.

Location: Poly Plaza International Theatre
Time/date: 7.15 pm, April 28-October 31, 1999
Tel: 65021614, 65076046, 65045520, 65001188 ext 5126/5682

ON TV

Monday, July 12

CCTV-1 Channel 2

20:06	20-part serial: Oh, Mom (13)
22:00	Nightly News and Weather

CCTV-3 Channel 15

17:08	China Music TV 60 Minutes
19:00	Music Knowledge
21:08	China Music TV 60 Minutes

CCTV-4 Channel 32

09:50	Popular Science
10:15	A Glimpse of China
12:30	Focus of the Week
13:30	Chinese Arts
15:45	Chinese Business Report
17:05	16-part serial: Families along the Coast (6)
18:30	News in Cantonese
19:00	Global View
21:00	China News

CCTV-6 Channel 18

08:30	Chinese documentary
09:14	Chinese movie: Wudang, the Martial Art
12:58	Polish movie: Father
15:00	Chinese movie: The Adventures of Dou Ding
16:26	Chinese movie: Sparkling Red Star
20:10	Chinese movie: Looking for Love
21:25	French movie: Scheme

CCTV-8 Channel 29

11:03	Animal World
13:00	French movie
15:37	Five-part serial: The Captain of the Destroyer (3-5)
18:10	18-part serial: Examinees at Heme (15)
19:00	World Cultural Square
20:35	17-part serial: Breaking Out the Encirclement (13, 14)

BTV-1 Channel 6

09:25	Three-part serial: Family Harmony (3)
10:15	Peking Opera garden
12:35	Hello, the World
13:20	20-part serial: Beijing Summer (1, 2)
19:53	31-part serial: People of Daobei District (18)
21:45	32-part serial: Changeable Situation of the East (21)

BTV-2 Channel 21

19:40	TV serial: Huanzhu, the Princess (Sequel 31, 32)
22:45	Dabao Cinema

BTV-3 Channel 27

12:55	12-part serial: Fang Zhimin (8)
17:10	20-part serial: Everything Is As You Wish (1)
22:30	20-part serial: Beating the Princess (3, 4)

BCTV-1 Channel 17

16:25	106-part series: Bell of the Century (1-3)
18:52	106-part series: Bell of the Century (16-18)
19:38	22-part serial: The Magic Snow Sword (12, 13)
21:33	News Story (122)
21:54	TV serial: Happy Flying Dragon (20, 21)

MUSIC

Monday, July 12

AM 640 kHz

16:25	Peking Opera arias
20:30	Chinese folk songs
22:45	Chinese music
00:10	Chinese instrumental works: A Bird, The Red Detachment of Honghu Lake
01:10	Foreign songs

AM 720 kHz

09:00	Chinese pop songs
13:30	Happy 30 Minutes
14:00	Chinese songs for children
17:00	Chinese records guide
17:35	Chinese songs by famous singers
23:00	Chinese folk songs

FM 90.0 MHz (all stereo)

09:00	Stage on the Air
10:30	A Music Masterpiece
13:30	Chinese songs
14:00	Chinese national music
17:00	Chinese folk songs
19:30	Chinese radio songs
22:00	New Records

FM 97.4 MHz (all stereo)

12:30	Famous Chinese songs
13:00	World famous songs
16:00	New Music Magazine
18:00	Nescafe Hour
19:30	Hi-Fi Hour
22:00	World famous film music
23:30	Nightly music

CHINA DAILY

Education to gain private funding

By Wang Ying

China is to engage the power of non-State capital to widen options for spending on schooling and help raise the quality of the country's labour force.

After weighing the pros and cons of such a move, the central government has decided that non-State capital should play the major role in financing new educational institutions.

In an interview with Business Weekly, Zhang Li, director of the National Centre for Education Development Research, the education administration's think-tank, outlined the new financing system, saying the market's role would be in non-compulsory schooling.

The compulsory nine-year primary and junior high school system will continue to be propped up mainly by the State budget.

Authorities in coastal provinces have recently been granted the right to approve private investment in starting colleges. Zhang said he expected this measure to spread to other provinces in a big step towards decentralization.

A new savings option offering higher interest rates will soon be unveiled to encourage people to lay up money for the education of their children.

Called "educational saving," this is part of the government's effort to stimulate the development of an education industry.

The Industrial and Commercial Bank of China (ICBC) has been designated to launch the savings scheme on September 1. A low-interest educational assistance loan service will be

Private progress

The government has monopolized education for decades. Now the country's first-ever law on non-State educational institutions is under consideration to protect private investors.

This is expected to lead to a mushrooming of non-State community colleges. In a decade, Zhang said the government planned to have 15 per cent of all students progress into higher educational institutions, compared to only 9 per cent at present.

The central government has approached this issue cautiously by not using the term "educational industrialization" in official documents. It does not want to exacerbate concerns that it may step back from financing educational development through the State budget, Zhang said.

Some economists have advocated that education should be industrialized and run as a fully-fledged business to remedy shortcomings in the State system.

Parents worry that in this case they would have to spend more for their children and have consequently tightened their purse strings.

Surveys show education tops the list of planned uses for household savings. Economists say a boom in investment in education could offset the overall decline in consumption.

Financial incentives

To create incentives for this to come about, the central government is planning financial services that offer special terms to channel people's savings into spending on education.

Financial aid will be granted to students training for job vacancies the market has trouble finding candidates for, on the condition they contract to stay with the jobs for a set period. Bank loans will be made available to poor students in several cities.

Such measures are being introduced in response to concerns

launched at the same time.

All parents of primary and middle school students will be able to open an educational savings account under their child's name. The money must be used for educational purposes after it is withdrawn.

The savings plan, which provides for small sum deposits and a lump sum withdrawal, offers a choice of two terms of three and six years respectively. The highest sum in each account should not exceed 20,000 yuan (US$2,410).

The interest rates for the two terms will be the rates of three- and five-year fixed-term savings deposits on the day when the account is opened. These are higher than the rates currently offered for small-sum deposit savings.

"Depositors will also have favourable [illegible] for applying for ICBC's education assistance loans," said a bank official.

"However, the loan is designed only for non-compulsory education, which means students will not receive the higher interest rate if they invest the money for primary or middle-school education.

"ICBC will co-operate with schools to ensure the proper use of the savings," said the bank official. She said specific guidelines for the operation would come out late next year.

The new savings plan will encourage parents to invest more in education instead of luxury items and speed up the development of the education industry, said an education expert.

It is not against the State policy of stimulating domestic consumption because the sums involved are relatively small and designated for education only, he added.

CHINA'S
BUSINESS WEEKLY
July 11 – 17, 1999

'Pay as you go' system fails challenge posed by market economy

Social security reform urgent

By Gao Wei

The transition of China's social security system from the current "pay as you go" mode to the individual provident fund system should be sped up to meet the demands of the country's economic development, a senior scholar said.

The "pay as you go" mode demands that current employees should contribute to finance retired people, so the social security fund moves directly from contributors to beneficiaries.

This system requires that there be a small aging population, relatively strong economic foundations and a comprehensive tax system.

Under this system, the funds demanded will grow with time and there will be almost no accumulation of funds for social security.

As the demand grows, the government will be forced to raise the contribution ratio, which in turn will damage economic performance and twist the incentive system in the economy.

China began to pursue the "pay as you go" mode in the 1950s. However, as the market economy developed and the population aged, problems in this social security system surfaced.

In June 1991, reform of the system was initiated with the intention to gradually establish an individual provident fund system by collecting funds from both enterprises and the individuals.

Unfortunately, the existing provident fund system is in practice no different from "pay as you go," said the scholar.

He said the existing funds had no value because the money in them had been transferred to pay the cost of social security simultaneously.

Another disadvantage of the system is that current employees pay the cost of social security not only for themselves but also for former generations.

For such a big country as China, the cost borne by the employees will be very high. It is estimated that by 2020, 32.3 per cent of income will be paid into social security funds. That figure will rise to 40.2 per cent by 2040.

The expectation of higher spending in the future persuades many households to increase their savings in the bank.

Moreover, the system also puts heavy financial burdens on many State enterprises and hinders their reform, which is key to the dynamics of the national economy, the scholar said.

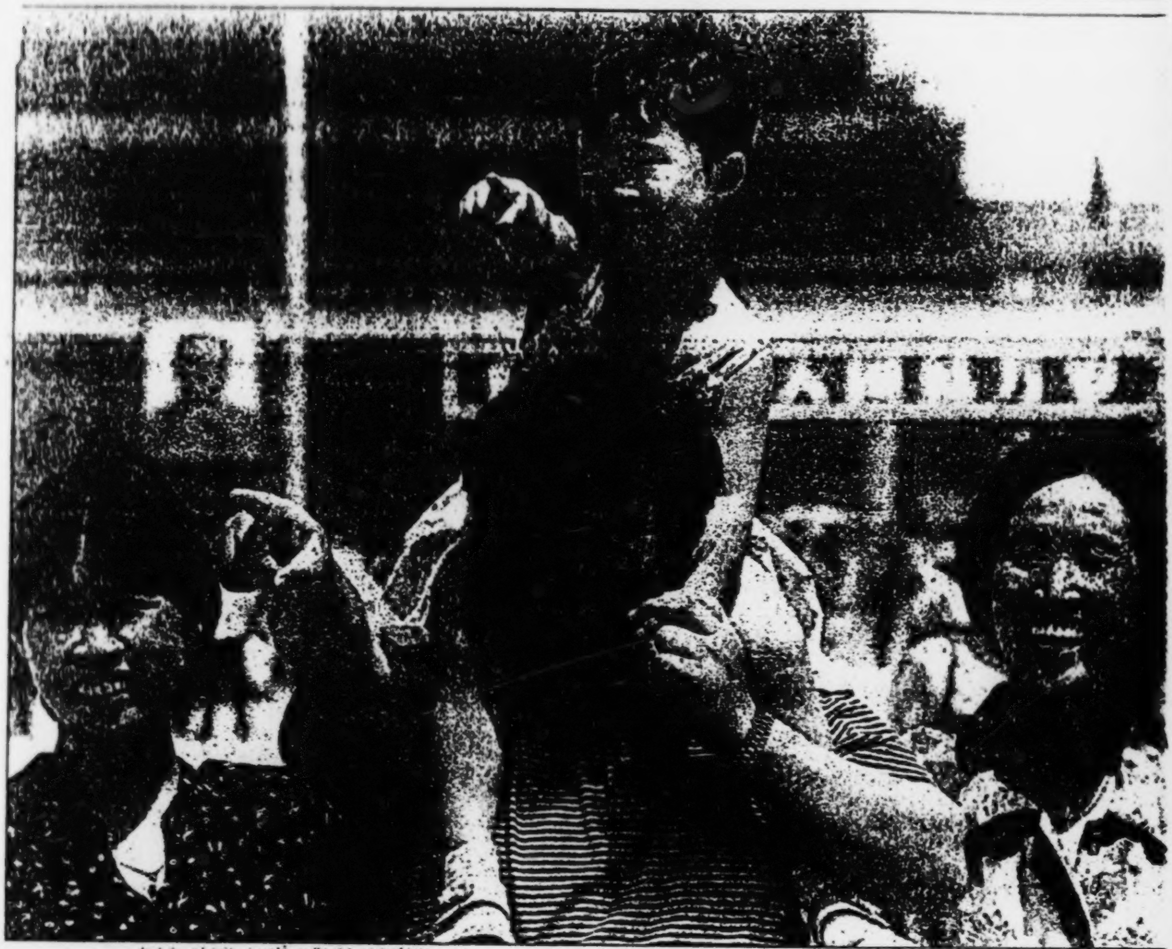
This has contributed to a sluggish domestic market despite the efforts of the Chinese Government to stimulate the economy.

The scholar suggested the State firms should become the breakthrough point in the transition to the individual provident fund system by setting aside part of their assets for the funds.

After the individual provident funds are established, a mandatory quasi-government agency responsible for the administration of social security will entrust them to the banks for custody. Meanwhile, fund management companies will take responsibility for investing them wisely.

CHINA DAILY

CANDID CAMERA



What a fantastic sight

Lu Zhongqiu / China Da

SCOREBOARD

enscheid (Ger) 11-3, 11-3; Lee Kyung Won or,5/8) bt Justine R Witmott (Eng) 11-6, 11-1; ang Ning (Chn x3/4) bt Sandra Watt (Sco) 11-11-2.

BASEBALL

EW YORK — Results of Wednesday's Major ague Baseball games (home team in CAPS): merican League: Texas 7 OAKLAND 4; TAM-A BAY 3 Boston 2; Toronto 7 BALTIMORE 6; ETROIT 6 NY Yankees 4; CHI WHITE SOX 7 ansas City 1; MINNESOTA 4 Cleveland 3; NAHEIM 10 Seattle 3.

ational League: PHILADELPHIA 5 Milwaukee ; PITTSBURGH 4 Chicago Cubs 1; ATLANTA 7 orida 3; Montreal 3 NY METS 1; ST LOUIS 2 incinnati 1; COLORADO 7 Los Angeles 5; ARIZONA 13 Houston 7; SAN DIEGO 5 San Francisco 2.

CYCLING

Tour de France

BLOIS, France — Results from the fourth stage of the Tour de France here on Wednesday (4th stage, Laval - Blois, 194.5km) 1. Mario Cipollini (Ita/SAE) 3hr 51min 45sec (average speed 50.355 kph); 2. Erik Zabel (Ger/TEL) at 00:00sec; 3. Stuart O'Grady (Aus/C.A) 00:00; 4. Tom Steels (Bel/MAP) 00:00; 5. Jann Kirsipuu (Est/CSO) 00:00; 6. Nicola Minali (Ita/CTA) 00:00; 7. Christophe Capelle (Fra/BIG) 00:00; 8. Damien Nazon (Fra/FDJ) 00:00; 9. George Hincapie (USA/USP) 00:00; 10. Jay Sweet (Aus/BIG) 00:00.

Overall standings: 1. Jann Kirsipuu (Est/CSO) 17hr 10min 40sec; 2. Stuart O'Grady (Aus/C.A) at 00:16sec; 3. Tom Steels (Bel/MAP) 00:21; 4. Lance Armstrong (USA/USP) 00:24; 5. Erik Zabel (Ger/TEL) 00:32; 6. Abraham Olano (Spa/ONC) 00:35; 7. George Hincapie (USA/USP) 00:38; 8. Christophe Moreau (Fra/FES) 00:39; 9. Mario Cipollini (Ita/SAE) 00:44; 10. Alexandre Vinokourov (Kaz/CSO) 00:45.

SOCCER

Copa America

LUQUE, Paraguay — Copa America results here on Wednesday: Group C: Colombia 2 (Morantes 36, Ricard 39) Ecuador 1 (Graziani 50); Argentina 2 (Gonzalez 1, Palermo 58) Uruguay 0.

Quarter-final ties: July 10: Mexico v Peru (Pedro Juan Caballero); Paraguay v Uruguay (Asuncion); July 11: Colombia v Chile (Luque), Brazil v Argentina (Ciudad del Este).

TENNIS

Swiss Open

GSTAAD, Switzerland — Collated results on Wednesday in the US$550,000 Swiss Open ATP Tour event here (x denotes seed): 1st rd: Felix Mantilla (Spa x5) bt Franco Squillari (Arg) 6-3, 6-2; Mariano Zabaleta (Arg x7) bt Cedric Pioline (Fra) 4-6, 6-3, 7-6 (7/4).

2nd rd: Vince Spadea (USA) bt Gustavo Kuerten (Bra x1) 6-2, 2-6, 7-6 (8/6); Albert Costa (Spa x8) bt Stefan Koubek (Aut) 6-7 (3/7), 6-1, 7-5.

Newport ATP

NEWPORT, Rhode Island — Results at the ATP men's grass court tennis tournament here on Wednesday: 1st rd: Andrew Ilie (Aus x4) bt Cristiano Caratti (Ita) 5-7, 6-4, 7-6; Leander Paes (Ind) bt Nenad Zimonjic (Yug) 6-1, 6-3.

2nd round: Chris Woodruff (USA) bt David Prinosil (Ger x3) 6-2, 6-4; Peter Wessels (Ned) bt Jonathan Stark (USA) 6-3, 6-4; Kenneth Carlsen (Den) bt James Blake (USA) 6-3, 6-4; Stefano Pescosolido (Ita) bt Max Mirnyi (Blr) 7-6 (7/5), 6-4.

Swedish Open

BAASTAD, Sweden — Results on Wednesday from the Swedish Open ATP tournament here (x denotes seeding): 2nd rd: Martin Rodriguez (Arg) bt Magnus Gustafsson (Swe) 7-6 (7/5), 4-6, 6-1; Christian Ruud (Nor) bt Hernan Gumy (Arg) 6-2, 6-2; Magnus Norman (Swe) bt Eduardo Nicolas (Spa) 6-3, 6-3; Juan Antonio Marin (Crc) bt Slava Dosedel (Cze) 6-3, 4-6, 7-5.

UNIVERSIAD

PALMA, Spain — World Student Ga sults on Wednesday:

Diving (Women's 10-metre platform Mingxia (Chn) 522.390 points; 2. W (Chn) 522.000; 3. Anne Montmin 504.930.

Swimming

Women

100m freestyle: 1. Ioana Lorena Diac (Rom) 56.85, 2. Cassidy Maxwell (USA 3. Courtney Allen (USA) 57.20;

200m butterfly: 1. Maria Pelaez (Spa) 2. Pang Ran (Chn) 2:12.51, 3. Noriko M (Jpn) 2:13.21;

100m breaststroke: 1. Amy Balcerak 1:09.54, 2. Amanda Beard (USA) 1:1 Brooke Hanson (Aus) 1:11.25.

Men

100m butterfly: 1. Adam Pine (Aus) 5 Michael Mintenko (Can) 54.05, 3. John (USA) 54.27;

400m freestyle: 1. Mark Warkentin 3:53.41, 2. Andrea Righi (Ita) 3:56.12, 3 Zavhorodniy (Ukr) 3:57.27;

4x100m freestyle: 1. Australia 3:23.05, 3:23.60, 3. USA 3:24.16.

Men's sabre (fencing): First place: Gouzali (Ukr) bt Stanislav Pozniakov (R 11; 3rd places: Jorge Pina (Spa) and Charikov (Rus)

CHINA DAILY

8 Thursday, July 8, 1999

Tibetan women follow fashion

LHASA (Xinhua) — The women of Tibet Autonomous Region are becoming more modern in their dress and hairstyle as they seek to become just as fashionable as the women of coastal cities.

In recent years, a number of business persons have opened boutiques in Tibet that sell brand-name dresses and cosmetics. Well-known brands from China and Europe can also be found on the streets.

Gesang Zhoima, a 58-year-old Tibetan woman, said: "I really envy the young women nowadays. They can dress as beautifully as they like, which is quite different from what it used to be."

"I also wanted to wear nice clothes when I was young, but it was only a dream because we couldn't even make ends meet. My father was a serf and we often had nothing to eat at all for days on end," she added.

Dawa, a 20-year-old Tibetan woman, works as a nurse and changes into fashionable clothes or a traditional costume when she gets off work.

"Beautiful clothes bring me great happiness and keep me in high spirits, even though some dresses cost me nearly 1,000 yuan (US$120). It's worth it," she said.

A well-known fashion designer in Lhasa, Danba Yabdam, said that men also follow fashions because Tibetans can now afford more and they want to improve their lives with what they have earned.

Recent statistics indicate that 90 per cent of Tibetan families today have TV sets, 60 per cent have refrigerators, 46 per cent have cameras, 45 per cent have washing machines and over 80 per cent use gas, electricity and solar energy in their daily lives.

4-11-99
COURIER-JOURNAL

EDITORIALS

Opening China's wall

ANYONE who believes that China's entry into the World Trade Organization would guarantee harmonious commercial relations between Washington and Beijing is in for a rude surprise.

WTO membership didn't keep the U. S. and the European Union from slipping into an unwelcome and mutually harmful trade spat over bananas. And WTO rules are no substitute for a commitment by national governments to an open trading system.

> The U.S. should press China, but not through trade, since "America could end up getting more from China's entry into the WTO than China would."

Nevertheless, we think the Clinton administration is right to work with Beijing to try to get China into the WTO.

This will require that China drop many of its barriers to imports and foreign investment — a goal toward which progress apparently was made last week during Premier Zhu Rongji's visit. And it will require a more determined effort than the Chinese government has made so far to protect copyrighted American movies, TV shows, music and computer software from pirating.

In fact, America could end up getting more from China's entry into the WTO than China would.

In Washington, of course, a lot of the talk about China has less to do with trade than with human rights violations, nuclear espionage and illegal campaign contributions. These are all perfectly legitimate issues for discussion. But lawmakers who want linkage between these issues and trade are missing the point.

Trade isn't a favor we do for China — or for any other country with which we have commercial relations. Trade is a mutually beneficial exercise. It should be interrupted only when there is the most serious threat to the international order — such as Yugoslavia's genocidal war against the Kosovo Albanians or Iraq's efforts to develop weapons of mass destruction.

China, whatever its sins, clearly wants to be part of the international order. It is no Iraq or Yugoslavia or North Korea.

It is the world's most populous country, and it simply cannot be ignored or marginalized.

System of Chinese Education

HIGHER EDUATION I=1020 S=3.17m T=404,500	U & C (4 years) I=603	Short-cycle College (2 or 3 years) I=337	Short-cycle Vocational college (2 or 3 years) I=80

SECONDARY EDUCATION	Upper Secondary School	General School (3 years) S=13,880 P=8.50m T=605,100	Vocationa School (3 years) S=8,578 P=4.31m T=282,300	Specialised School (2-3 years) S=4,143 P=4.65m T=276,400	Skilled Worker School (2-3 years) S=4,395 P=1.93m T=115,700
	Lower Secondary School	General School (3 or 4years) S=64,762 P=51.68m T=2.98m	Vocational School S=1,469 P=808900 T=40100		

PRIMARY EDUCATION	Primary School (6 or 5 years) S=628,840 P=139.95m T=5.79m

S= SCHOOL
P= PUPILS
T= TEACHERS
I= INSTITUTIONS

BASEBALL

NEW YORK -- Results of Monday's Major League Baseball games (home team in CAPS): National League: Chicago Cubs 5 PITTSBURGH 2; ST LOUIS 1 Arizona 0; CINCINNATI 5 Houston 2; Milwaukee 5 PHILADELPHIA 0; NY METS 2 Montreal 1; ATLANTA 6 Florida 5; San Francisco 4 SAN DIEGO 1; COLORADO 8 Los Angeles 4.

American League: Boston 4 TAMPA BAY 2; Baltimore 9 NY YANKEES 1; OAKLAND 4 Texas 2; Seattle 10 ANAHEIM 0.

Standings

	W	L	PCT	GB
AMERICAN LEAGUE				
EAST				
NY YANKEES	49	31	.613	-
BOSTON	48	34	.585	2
TORONTO	42	42	.500	9
TAMPA BAY	35	47	.427	15
BALTIMORE	34	47	.420	15 1/2
CENTRAL				
CLEVELAND	53	28	.654	-
CHI WHITE SOX	39	40	.494	13
KANSAS CITY	34	47	.420	19
DETROIT	34	48	.415	19 1/2
MINNESOTA	31	49	.388	21 1/2
WEST				
TEXAS	46	36	.561	-
SEATTLE	42	40	.512	4
OAKLAND	40	42	.488	6
ANAHEIM	37	44	.457	8 1/2
NATIONAL LEAGUE				
EAST				
ATLANTA	51	32	.614	-
NY METS	47	36	.566	4
PHILADELPHIA	43	38	.531	7
MONTREAL	30	48	.385	18 1/2
FLORIDA	29	53	.354	21 1/2
CENTRAL				
CINCINNATI	46	33	.582	-
HOUSTON	46	35	.568	1
PITTSBURGH	40	41	.494	7
MILWAUKEE	40	41	.494	7
ST LOUIS	40	42	.488	7 1/2
CHICAGO CUBS	38	41	.481	8
WEST				
SAN FRANCISCO	47	36	.566	-
ARIZONA	45	38	.542	2
SAN DIEGO	40	41	.494	6
COLORADO	37	43	.463	8 1/2
LOS ANGELES	35	45	.438	10 1/2

CYCLING

Tour de France

SAINT-NAZAIRE, France — Results from second stage of Tour de France here on Monday (2nd stage (Challans - Saint-Nazaire, 176km): 1. Tom Steels (Bel/MAP) 3hr 45 min 32sec (average speed: 46.82kph); 2. Jann Kirsipuu (Est/CSO) at 00:00; 3. Mario Cipollini (Ita/SAE) 00:00; 4. Erik Zabel (Ger/TEL) 00:00; 5. Jimmy Casper (Fra/FDJ) 00:00; 6. George Hincapie (USA/USP) 00:00; 7. Jan Svorada (Cze/LAM) 00:00; 8. Silvio Martinello (Ita/PLT) 00:00; 9. Stuart O'Grady (Aus/C.A) 00:00; 10. Francois Simon (Fra/C.A) 00:00; 11. Christophe Capelle (Fra/BIG) 00:00; 12. Sebastien Hinault (Fra/C.A) 00:00; 13. Christophe Moreau (Fra/FES) 00:00; 14. Fabien De Waele (Bel/LOT) 00:00; 15. Zbigniew Spruch (Pol/LAM) 00:00.

Overall standings: 1. Jann Kirsipuu (Est/CSO) 8hr 49min 38sec; 2. Lance Armstrong (USA/USP) at 00:14sec; 3. Stuart O'Grady (Aus/C.A) 00:22; 4. Abraham Olano (Spa/ONC) 00:25; 5. Christophe Moreau (Fra/FES) 00:29; 6. Tom Steels (Bel/MAP) 00:31; 7. George Hincapie (USA/USP) 00:32; 8. Alexandre Vinokurov (Kzk/CSO) 00:35; 9. Santos Gonzalez (Spa/ONC) 00:35; 10. Andrea Peron (Ita/ONC) 00:37; 11. Christian Vandevelde (USA/USP) 00:37; 12. Laurent Dufaux (Swi/SAE) 00:37; 13. Angel Casero (Spa/VIT) 00:40; 14. Pavel Tonkov (Rus/MAP) 00:42; 15. Fran\ois Simon (Fra/C.A) 00:42.

SOCCER

Copa America

PEDRO JUAN CABALLERO, Paraguay — Copa America results here on Monday:

Group A: Bolivia 1 (Erwin Sanchez 53) Japan 1 (Lopes 73-pen); Paraguay 1 (Santa Cruz 88) Peru 0.

TENNIS

ATP Tour rankings

PARIS — Leading ATP Tour men's tennis rankings issued on Monday: 1. Andre Agassi (USA) 3684 points; 2. Patrick Rafter (Aus) 3673; 3. Pete Sampras (USA) 3594; 4. Yevgeny Kafelnikov (Rus) 3212; 5. Gustavo Kuerten (Bra) 2810; 6. Tim Henman (Gbr) 2690; 7. Richard Krajicek (Ned) 2431; 8. Alex Corretja (Spa) 2408; 9. Marcelo Rios (Chi) 2370; 10. Todd Martin (USA) 2332; 11. Carlos Moya (Spa) 2313; 12. Greg Rusedski (Gbr) 2307; 13. Mark Philippoussis (Aus) 2295; 14. Karol Kucera (Svk) 2292; 15. Felix Mantilla (Spa) 1790; 16. Tommy Haas (Ger) 1779; 17. Nicolas Kiefer (Ger) 1690; 18. Dominik Hrbaty (Svk) 1651; 19. Thomas Enqvist (Swe) 1607; 20. Thomas Johansson (Swe) 1496; 21. Francisco Clavet (Spa) 1399; 22. Jerome Golmard (Fra) 1376; 23. Cedric Pioline (Fra) 1321; 24. Goran Ivanisevic (Cro) 1269; 25. Mariano Zabaleta (Arg) 1268; 26. Nicolas Lapentti (Ecu) 1255; 27. Fernando Meligeni (Bra) 1252; 28. Albert Costa (Spa) 1220; 29. Vincent Spadea (USA) 1210; 30. Andrei Medvedev (Ukr) 1204.

WTA rankings

MIAMI, Florida — Latest WTA world rankings released here on Monday: 1. Lindsay Davenport (USA) 5590; 2. Martina Hingis (Swi) 5293; 3. Steffi Graf (Ger) 4500; 4. Venus Williams (USA) 3474; 5. Monica Seles (USA) 3411; 6. Mary Pierce (Fra) 2639; 7. Jana Novotna (Cze) 2340; 8. Arantxa Sanchez (Spa) 2128; 9. Amanda Coetzer (Rsa) 1942; 10. Nathalie Tauziat (Fra) 1935; 11. Barbara Schett (Aut) 1826; 12. Serena Williams (USA) 1819; 13. Anna Kournikova (Rus) 1744; 14. Dominique Van Roost (Bel) 1686; 15. Amelie Mauresmo (Fra) 1677; 16. Sandrine Testud (Fra) 1677; 17. Julie Halard-Decugis (Fra) 1669; 18. Patty Schnyder (Swi) 1593; 19. Conchita Martinez (Spa) 1553; 20. Elena Likhotseva (Rus) 1362.

ATP Swiss Open

GSTAAD, Switzerland — Collated results on Monday in the US$550,000 Swiss Open ATP Tour event here (x denotes seed): 1st rd: Albert Costa (Spa x8) bt Lorenzo Manta (Swi) 6-1, 6-1; Andrea Gaudenzi (Ita) bt Rainer Schuttler (Aut) 6-2, 6-1; Hicham Arazi (Mor) bt Jiri Novak (Cze) 6-3, 7-6 (7/3); Marcelo Rios (Chi x3) bt Bohdan Ulihrach (Cze), 6-2, 6-7 (7/9), 7-6 (7/1); Ivan Ljubicic (Cro) bt Daniel Vacek (Cze) 6-7 (5/7) 6-4, 6-4; Vince Spadea (USA) bt Renzo Furlan (Ita) 6-3, 6-2; Arnaud Di Pasquale (Fra) bt Fernando Meligeni (Bra) 6-3, 5-7, 6-0.

ATP Swedish Open

BAASTAD, Sweden — Results here on Monday on first day of Swedish Open (x denotes seeding): 1st rd: Magnus Norman (Swe x6) bt Mikael Tillstroem (Swe) 6-2, 6-0; Andreas Vinciguerra (Swe) bt Richard Fromberg (Aus) 7-5, 6-4; Magnus Gustafsson (Swe x3) bt Vincenzo Santopadre (Ita) 6-2, 6-4; Martin Rodriguez (Arg) bt Bernd Karbacher (Ger) 1-6, 6-3, 7-5; Eduardo Nicolas (Spa) bt Hendrik Dreekmann (Ger) 6-2, 6-3.

Newport ATP

NEWPORT, Rhode Island — Results
here Monday in US$320,000
grasscourt event (x denotes seedi
1st rd: Max Mirnyi (Bl, bt Ju
Gimelstob (USA x6) 6-3, 7-6 (7
James Blake (USA) bt MaliVai Wa
ington (USA) 1-6, 6-3, 6-4; Laure
Tieleman (Ita) bt Tuomas Ketola (
6-3, 6-4; Jonathan Stark (USA) bt D
Flach (USA) 7-6 (7/3), 6-2; P
Wessels (Ned) bt Eyal Ran (Isr) 6-
3; Stefano Pescosolido (Ita) bt Ne
Godwin (Rsa) 6-3, 6-1; Sargis Sarg
(Arm x5) bt Axel Pretzsch (Ger) 7-
5), 2-6, 6-4.

UNIVERSIADE

PALMA — Results here on Sund
World Student Games:

Swimming

Men

800m freestyle: 1. Mark Warke
(USA) 8min 00.51sec, 2. Andrea F
(Ita) 8:01.02, 3. Denys Zavhoro
(Ukr) 8:04.77;

200m butterfly: 1. Jeff Somens
(USA) 1:58.69, 2. Andrei Gorgou
(Rus) 2:00.58, 3. Philip Weiss (
2:00.71;

400m freestyle: 1. Beau Wiebel (U
4:21.58, 2. Michael Halika (Isr) 4:21
3. Takahiro Mori (Jpn) 4:22.01;

4x200m freestyle relay: 1. USA 7:2
2. Ukraine 7:28.49, 3. Italy 7:30.3

Women

200m freestyle: 1. Kimberly B
(USA) 2:02.85, 2. Iordan Diacon
(Rom) 2:02.98, 3. Meike Freitag (
2:03.33;

200m breaststroke: 1. Yuko Sakag
(Jpn) 2:31.79, 2. Brooke Hanson (
2:32.23, 3. Amy Balcerzak (U
2:32.50.

Fencing

Men's foil final: Rolando Tucker (
bt Michael Ludwig (Aut) 15-10.

CHINA DAILY

BEST COPY AVAILABLE

CHINA DAILY

State sticks to policy of family planning

By Zhu Baoxia

WITH few special commemorative gatherings, symposiums or other fanfare, yesterday's World Population Day seems have passed by quietly.

However, like a relentless alarm clock, experts continued to urge society to wake up to the reality of rapid global population growth.

The world's population will reach 6 billion in three months, predicts the United Nations Population Fund (UNFPA), which has selected October 12 as the target date.

China, which feeds some 22 per cent of the Earth's population, commemorated the day by reiterating it will continue to adhere to its present population policy and contribute towards stabilized world population development, an official with the State Family Planning Commission said.

UNFPA deemed "Start the Countdown to the Day of 6 billion" as the theme for this year's World Population Day in order to further increase public awareness of over population issues around the world.

Chinese demographers have estimated that the Chinese population will stabilize and then decrease over the next two to three decades.

Data from the State Family Planning Commission shows that China's population has now reached 1.25 billion.

Like most developing countries, China is confronted with many problems as a result of rapid population growth.

The increase of population in China has placed considerable pressure on the economy, social development, natural resources, the environment, education, health care, housing, communication systems, employment and social welfare, State Councillor Wang Zhongyu said early this month in New York at a UN General Assembly special session.

(See COUNTING, Page 12)

Call for all to join fight against juvenile crime

By Meng Yan

JUVENILE delinquency has become an important social problem in China, according to Zhang Qiong, vice-president of the Supreme Procuratorate of China.

From last year to May this year, the number of defendants in the cases handled by Zhang's procuratorate aged between 14 and 16 hit 5,356, accounting for 6.6 per cent of the total number of criminals in the country.

In a move to better detect and prevent juvenile delinquency, China's top legislators yesterday in Beijing invited heads of 12 governmental organizations to discuss how to implement the Law on the Prevention of Juvenile Delinquency.

Detection and prevention of juvenile delinquency demand the combined efforts of the whole nation, members of the Committee for Internal and Judicial Affairs of the National People's Congress (NPC) Standing Committee stated.

All representatives at the meeting called for people from all walks of life to do something for the well-being of youth.

The law, to be implemented from this November, was passed at the 10th session of the Ninth NPC Standing Committee at the end of June.

The law has filled in the gaps in the field of crime prevention legislation, according to Wan Shaofen, deputy director of the NPC Internal and Judicial Affairs Committee.

"The law is crucial to safeguarding the physical and psychological health of youth and to maintaining the happiness of millions of families. Its implementation therefore needs a helping hand from everyone in society," Wan said.

The country's nine-year compulsory education should be enhanced to prevent more students from dropping out and to reduce the number of illiteracies, said Zhang Tianbao, vice-minister of education.

There are nearly 400 million juveniles in the country and 242,879,000 of them are studying in school, statistics from Zhang's ministry indicate.

Ai Qingchun, vice-minister of culture, pledged at the meeting his ministry will help produce better cultural and artistic productions for the youths and provide them with a healthier social and cultural environment.

TV programmes with violence and pornography content will be strictly prohibited, according to the State Administration of Radio, Film and Television.

439

CHINA DAILY

WHAT'S ON

Sponsored by
the China Acrobatic Troupe

STAGE

Heavenly love — Japanese and Chinese artists have co-operated to present a musical to mark the 20th anniversary of the signing of the cultural co-operation agreement between the two countries.

The musical is about the love story between Tian Ren and Tian Nu, male and female celestial beings living in heaven. They fall in love and break the rules of the gods. As a result they are exiled to the earth, where they experience 2,000 years of hardship before finally reuniting.

The Orchestra Asia, made up of musicians from China, Japan and the Republic of Korea, will accompany the musical. Tang Jianping, a professor at the China Central Conservatory and the first musician to receive a PHD degree in China, composed the score.

Itsumi Modoya, the 20th heir of the traditional Japanese comedy "Kyogen," takes the role of the hero, and Mou Ni, a star of the Beijing Dance Institute, will be the heroine.

Time: 7:15 pm, July 9-10

Place: Century Theatre, 40 Liangmaqiaolu, Chaoyang District

Tel: 6403-2705

Japanese comic skit — Itsumi Modoya, the 20th generation heir of "Kyogen," an ancient Japanese comic art form, will come to Beijing.

Itsumi Modoya began to perform when he was three. He has mastered 250 of the 254 skits developed by his family and is considered a genius in Japanese "Kyogen" circles.

This time he will come with his two sisters, the first two female performers of this male-dominated art form.

Time: 7:15 pm, July 11

Place: Concert Hall of the China Central Orchestra of Traditional Music, 15 Xiaoyinglu, Chaoyang District

Tel: 6403-2705

WANFUNG ART GALLERY
[illegible] free
parking

唐人百戏 Marvelous Acrobatics

"Chinese Soul," a grand variety show performed by the famous China Acrobatic Circus and specially packaged for foreign visitors in China, features marvelous programs which won gold medals at well-known domestic and international acrobatic contests. Integrating superlative acrobatics with the finest ancient Chinese dancing, kung fu, opera, national music and ethnic costumes, the star-studded cast will amaze you at every turn. Jointly sponsored by the tourism and cultural bureaus of Beijing Municipality, the show is your best and final choice for evening entertainment.

Location: Poly Plaza International Theatre
Time/date: 7:15 pm, April 28-October 31, 1999
Tel: 65021614, 65076046, 65045520, 65001188 ext 5126/5682

PHILLIP ALDER

Yesterday, we looked at ruffing losers in the shorter trump hand, which will usually be the dummy. In essence, it is a simple play because it generates an extra trick. However, there are occasionally hidden dangers — as in this deal. You are in four spades. West leads the diamond three: five, 10, two. East cashes the diamond ace: six, four, nine. Then East plays a third diamond. How would you continue?

Although South has only 19 high-card points, with two such powerful major suits and only three losers (one spade and two diamonds), he is worth the forcing two-club opening. East doubles north's negative response to show good diamonds.

... the diamond eight because declarer would think West began with only a doubleton. Then, South might ruff the third diamond high, cash the heart ace, ruff a heart in the dummy, and lead a trump. But East goes in with the ace and plays another diamond, promoting West's spade 10 as the fourth defensive trick.

Let's assume you pitch a heart on the third diamond. Suppose you play a heart to the ace, ruff a heart in the dummy, and lead a trump to hand. Now you will have to guess to continue with a low spade; otherwise, West gets that trump promotion. Much better is to lead a trump from the dummy immediately. After winning in hand, cash the heart ace, ruff a heart, and play second trump through East. His ace falls on low cards, so you can ruff the next diamond high, draw West's final trump, and run the hearts. Nicely timed!

♠ 6 5 2
♥ 4
♦ K 9 5
♣ Q 8 7 6 3 2

West
♠ 10 7 3
♥ 10 7 5 2
♦ 8 4 3
♣ K J 4

East
♠ A 4
♥ J 9 8
♦ A Q J 10 7
♣ 10 9 5

South
♠ K Q J 9 8
♥ A K Q 6 3
♦ 6 2
♣ A

Vulnerable: East-West
Dealer: South

South	West	North	East
2 ♣	Pass	2 ♦	Dbl.
2 ♠	Pass	3 ♠	Pass
4 ♠	Pass	Pass	Pass

Opening lead: ♦ 3

ON TV

Friday, July 9

CCTV-1 Channel 2

20:05	20-part seiral: Oh, Mom (11)
22:00	Nightly News and Weather

CCTV-3 Channel 15

19:00	Music Knowledge
21:08	China Music TV 60 Minutes

CCTV-4 Channel 32

12:30	Across the Land
13:30	Chinese Art
17:05	16-part serial: Families Along the Sea (5)
19:00	Global View
19:30	Chinese art
21:30	China Report

CCTV-6 Channel 18

15:00	Chinese movie: Ten Days of a Widow
19:44	Chinese movie: Zhou Enlai, Our Great Friend
21:19	French movie: Heroic Father

CCTV-8 Channel 29

08:57	Film and TV songs
09:07	Canadian TV serial: The Dark Bay (1)
10:05	Around the World
10:40	17-part serial: Breaking Out the Enciclement (9, 10)
13:50	38-part serial: Heroes Never Regret (35, 36)
15:36	16-part serial: The Village Head is not to Be Belittled (13-15)
18:10	18-part serial: Examinees at Home (12)
19:30	Canadian TV serial: The Dark Bay (2)
20:31	17-part serial: Breaking out of the Encirclement (11, 12)
23:11	38-part serial: Heroes Never Regret (37, 38)

BTV-1 Channel 6

13:20	10-part serial: Death of Love (9)
19:53	TV serial: People of Daobe District (17)
21:45	32-part serial: Changable Situation of the East (19)

BEST COPY AVAILABLE

Jiang Dong

中华人民共和国万岁
世界人民大团结万岁

NEW LOOK: Curious young tourists from foreign countries were among the first to take a walk on Tian'anmen Square when it reopened to the public last Monday after an eight-month renovation project.

CHINA DAILY

National exam takers receive helping hands

By Meng Yan

AUTHORITIES and others have tried to assist candidates in taking their national college entrance examinations.

Many found things going their way even before the three-day examinations began yesterday.

Friendly traffic police in Beijing gave leeway to some drivers who broke traffic rules while transporting candidates to exam locations in haste.

Many government departments including public security, traffic control, water and power supply, and communication departments were encouraged by the Guangdong provincial government to assist the candidates, yesterday's Guangzhou-based Yangcheng Evening News reported.

Since early June, all construc- pm to 6 am to eliminate noise that might disturb high school graduates preparing for the examination, under a Beijing municipal government stipulation.

The Beijing Environmental Protection Bureau has made constant inspections at construction sites in the capital city to prevent violations of this rule, according to a report in Beijing Daily.

Candidates from outside test cities have moved to hotels, some of which are offering preferential rents for them during examinations.

The weather is encouraging as well. Since Monday, Beijing residents have had cool drizzly weather after more than 10 successive miserably hot days.

"Even though it is cool, we have prepared medical equipment in comfortable," said Yang Zhengchuan, vice-dean of the High School Affiliated to Renmin University of China, one of 30 examination locations in Beijing.

"This exam is totally different from any other exams because students may have only one chance to take it during their lives," Yang said.

To make the students feel more comfortable during Beijing's hot summer days, the school installed electric fans in every classroom used for the exams at the end of June.

Students of other grades did something for their fellow students.

All middle school students in Beijing are expected to begin their summer vacation in mid-July. However, their classes were dismissed on Tuesday to provide a quieter environment

BEST COPY AVAILABLE

CHINA
CONNECTION

"DISCOVERY PACKET"

ECONOMICS

CLASSIFIEDS

·[illegible] Interpretation&Translation
Tel: (86-10) 6259 9444

·*Jinli* Translation, Tel: (86-10) 6201 8909
E-mail: zrwangg@hotmail.com

·[illegible]翻译社 昼夜服务
Translation Service, 24-hrs available
Tel: (010) 6261 9794 / 98

Ira Jiang, female, 42, BA, successful computer network and GIS projects marketing experiences in more than 40 cities in China since 1992.
Looking for a challenging position in IT company.
Tel: (86-10) 6839 4943, 6867 3660
Fax: (86-10) 6841 6457
BP: 6491 9988 call 12550
E-mail: ira@public3.bta.net.cn

THE L & A LAW FIRM

CHINA ATTORNEYS, PATENT & TRADEMARK AGENTS
BEIJING·SHANGHAI·GUANGZHOU·CHENGDU·SHENYANG·DALIAN·WULUMUQI·TIANJIN.

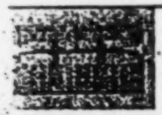
EDWARD LEHMAN, ATTORNEY

Tel: (86-10) 6532 3861 *LALAW@chinalaw.cc*
Fax: (86-10) 6532 3877 *www.chinalaw.cc*

抚顺今华 (集团) 有限公司
FU SHUN JIN HUA GROUP CO. LTD

低价销售国产重型车
Heavy-duty Truck on Sale.

电话: Tel: 86-413-667 8629 传真: Fax: 86-413-667 8064
网址: http://www.jinhua.com.cn 信箱: asb@sohu.com



Establishing and Marketing your business in China can be profitable...and painless!

Our team of experienced professionals in China specialise in business formation, accounting, legal and marketing services. We can help you establish and run your business anywhere in China.

DEZAN SHIRA BUSINESS MANAGEMENT SERVICES
BEIJING: Tel.: (8610) 6462 2175 Fax.: (8610) 6463 1348 SHANGHAI: Tel.: (8621) 6841 0519
Fax.: (8621) 6841 1030 SHENZHEN: Tel.: (86755) 289 0378 Fax.: (86755) 289 4599
HONG KONG: Tel.: (852) 2376 0339 Fax.: (852) 2376 3380 EMAIL: [illegible]

China Daily
Classified Advertising Rates

Minimum Size: 1col x 3cm

Personal Announcements:	RMB100 yuan/cm
Shopping Guide (Retailers only):	RMB100 yuan/cm
Education:	RMB100 yuan/cm
Services:	RMB120 yuan/cm
Recruitment: (10% surcharge for Internet advertising)	RMB140 yuan/cm
Trade and Investment Information:	RMB170 yuan/cm
Legal & General Notices: (companies and individuals only)	RMB170 yuan/cm

Surcharges: 30 col*cm plus: 20%, Half page: 40%, Full page: 50%
All art or production fees carry a surcharge.

Tel: (86-10) 6494 1104 or 6492 4488 ext 2117
Fax: (86-10) 6494 1104

Legend Garden Villas

Apartments & Houses Await Your Approval

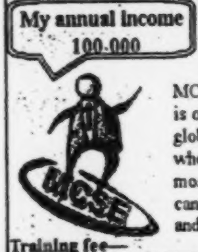
	Apartments	Houses
Size:	102-122-126-159-228-252-300m²	265-275-269-320m² with private garden
Bedroom:	1-2-3-4-5 bedroom	3-4-5 bedroom
Rent:	USD 1,200-1,500-1,700-2,500-3,500-4,500-5,000	USD 5,000-5,500-6,500-7,000

- Swedish school in the compound. Central heating system. Health club with golf driving range
- 60 percent landscaping with 8000sqm pleasure lake.
- Convenient transportation: 15 kilometres to Sanyuan Flyover
  5 kilometres to Capital Airport
  Shuttle bus to downtown available

Contact: Ms Jane Zhang, Mr Parker Xiao, Mr Elton Fu, Mr Richard Kan;
Hotline: (86-10) 6456 1133/1150/0812 Fax (86-10) 6456 1104
http://www.[illegible] E-mail: [illegible]

International Certified Network Greencard Engineeting

Microsoft MCSE Correspondence Training



Jointly sponsored by *Microsoft Press*
CS&S

MCSE, Microsoft Certified System Engineer, is one of the most important credentials in the global computer domain at present. The expert who has been granted MCSE is not only the most respected talent in computer circle, but can be offered the best working opportunities and very much high salaries as well.

Training fee—RMB1500 yuan

©ECONOMICA ©CONVENIENT ©EFFICIENT

- Use the teach-yourself textbooks designated by Microsoft Press
- Provide guidance material and CDs compiled by our Center
- Provide consulting and guidance service by telephone or Internet

No. 55 Xueyuan Nanlu, Haidian District, Beijing (100081)
Tel: 010 6217 7722-2530, 6217 4196 Fax 010 6217 4064
Website: www.[illegible].com

纳米比亚留学咨询

纳米比亚位于非洲西南部，西临大西洋，自然风光秀丽。纳米比亚大学位于首都温得和克，是南部非洲著名的大学。我中心义务提供纳米比亚大学的详细资料及赴纳米比亚的商务、旅游、投资、签证、机票等信息咨询。

详情请洽：
地址：北京朝阳区亮马桥路 40 号 21 世纪饭店 3705 房间
电话：(010) 6462 [illegible], 6462 [illegible], 6466 3311－3705
传真：(010) 6462 3705，邮编：100016
E-mail: herryyin@public.fhnet.cn.net

赴新西兰咨询

留学：无学历、年龄及外语水平限制。酒店管理学院及多所大学、语言学校和中学可供选择。

定居：提供一般技术类和投资类定居的咨询。

北京万国国际商务咨询公司

电话：(010)6495 7789, 6195 7273
地址：北京朝阳区惠新西街 18 号
罗马花园 C 座 1701

CHINA DAILY

CHINA DAILY ✓

Web stocks spur market

By Yu Chen

Surging Internet-related stocks may define the recent bull market in China, analysts say.

After more than two years of bearish behaviour, the market began to rise strongly on May 19. Both Shanghai and Shenzhen indexes have since touched year-highs several times.

Industry insiders attribute the rise to confidence the government is taking action to boost the sluggish market, as well as a boom in China's Net-related stocks.

"The upsurge of Internet stocks has contributed a lot to stirring up the market," said one Beijing-based stock analyst.

Net-related stocks have risen by between 30 and 100 per cent.

Industry experts believe the trend has to some degree been encouraged by similar performance by America's Net stocks last year.

The establishment of the Ministry of Information Industry and the launch of government online projects last year set the tone for rapid development of China's information industry.

More than 10 domestic Internet companies have since gone public and almost 40 other domestic enterprises have expanded into Web business.

"The soaring of the Net stocks is propelled by people's increasing awareness of the great potential of China's network industry," Dong Zhiqiang, a stock analyst at the China Securities Company, said in an article published in the China Economic Times paper.

According to the China National Network Information Centre, the number of Internet users in China reached 2.1 million in 1998. By the end of 2000, that figure is expected to reach 8 million.

Moreover, a country-wide optical cable network with high-speed bandwidth and tight security is expected to be operational in 2000, reports the Ministry of Information Industry.

Great market potential and business opportunities explain the gathering rush by investors into Net-related stocks, analysts say

However, caution is needed despite the current boom in Net-related stocks, industry insiders say.

Some stock anaylsts say that although China's IT industry is maintaining a high-growth momentum, the sector is still at a primitive stage compared with the developed countries.

Lack of key technologies in many areas such as network application, software development, and micro-electronics has hindered the development of the industry.

IT firms eye foreign listings

By Chuan Dong

Some of China's Internet companies are eyeing the potential fortunes to be made in the booming stock markets of the United States.

China.com, a Hong Kong-based website operator partly owned by Xinhua News Agency and America Online, is expected to be listed on the US Nasdaq Stock Exchange in the coming few days, according to a report by Bloomberg News Service.

The company plans to raise as much as US$78.1 million in an initial sale of 4.25 million shares, with an option for an additional 637,050 shares, at between US$14 and US$16 per share, said the report, quoting from the company's statement, which did not give a detailed breakdown of the listing plans.

China.com and its sister sites, Hong Kong.com and Taiwan.com, all of which have Chinese- and English-language pages, are operated by the China Internet Corporation.

China.com's biggest shareholder, New World Infrastructure, owns 20 per cent of the company. America Online holds a 10 per cent stake.

Sohu.com, another leading Chinese website, also plans to be listed in overseas markets.

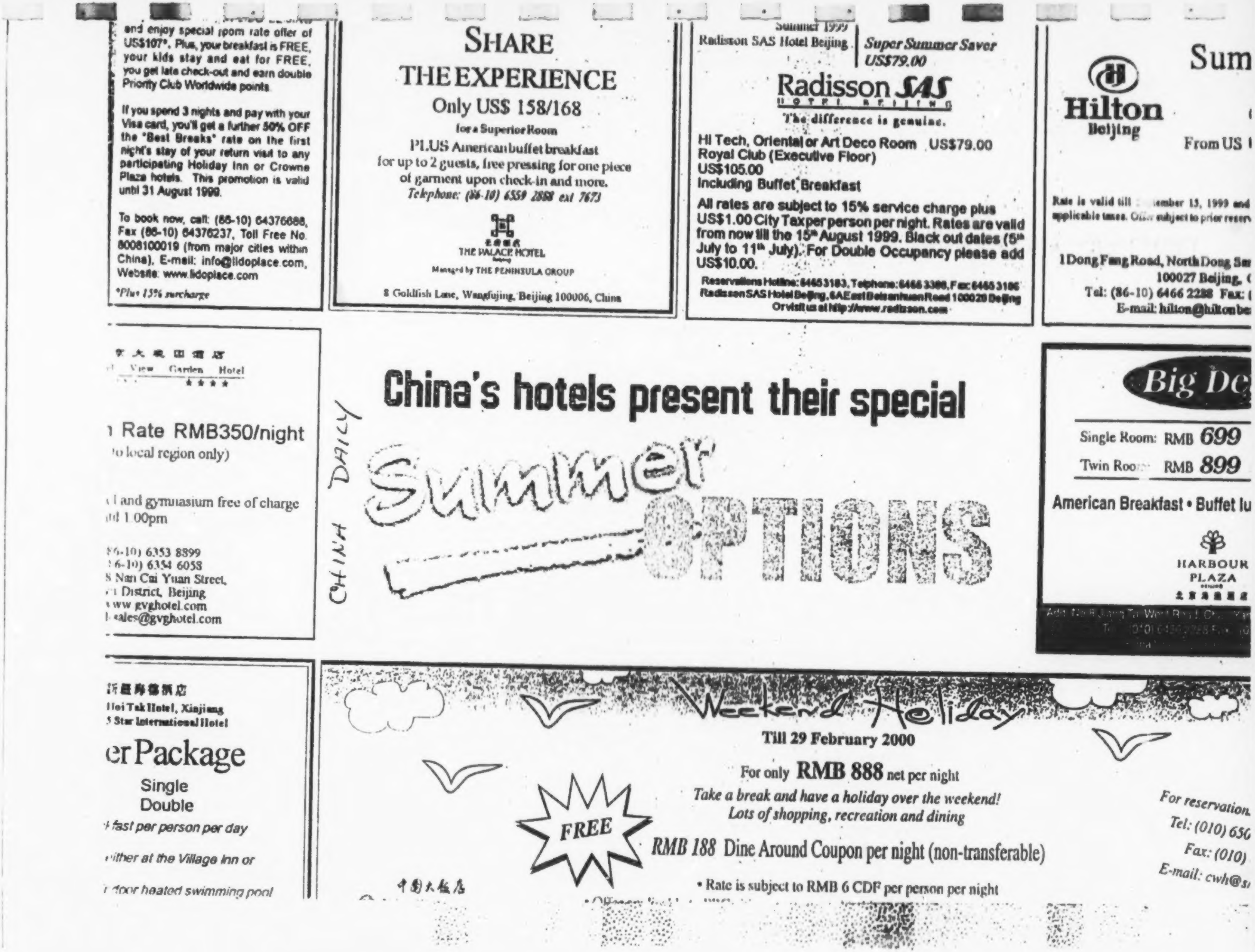
"We are likely to go public abroad next year, prior to our schedule of 2001," said Charles Zhang, chief executive officer of the Beijing Sohu Corporation.

As the country's first Internet company powered by foreign venture capital, Sohu has developed rapidly since it was established in 1996,

The company recently set up a local branch in Guangzhou, the second after its branch that opened in Shanghai last year.

Experts say the double-digit growth rate for the number of China's Internet users has greatly enhanced market expectations for these Internet-related companies.

However, a low-profit period of market cultivation is initially expected as the country's Internet firms focus on the limited businesses of free e-mail subscriptions, news reporting and entertainment.



and enjoy special room rate offer of US$107*. Plus, your breakfast is FREE, your kids stay and eat for FREE, you get late check-out and earn double Priority Club Worldwide points.

If you spend 3 nights and pay with your Visa card, you'll get a further 50% OFF the "Best Breaks" rate on the first night's stay of your return visit to any participating Holiday Inn or Crowne Plaza hotels. This promotion is valid until 31 August 1999.

To book now, call: (86-10) 64376688, Fax (86-10) 64376237, Toll Free No. 8008100019 (from major cities within China), E-mail: info@lidoplace.com, Website: www.lidoplace.com

*Plus 15% surcharge

SHARE
THE EXPERIENCE
Only US$ 158/168
for a Superior Room
PLUS American buffet breakfast
for up to 2 guests, free pressing for one piece of garment upon check-in and more.
Telephone: (86-10) 6559 2888 ext 7673

THE PALACE HOTEL
Beijing
Managed by THE PENINSULA GROUP

8 Goldfish Lane, Wangfujing, Beijing 100006, China

Summer 1999
Radisson SAS Hotel Beijing

Super Summer Saver
US$79.00

Radisson SAS
HOTEL BEIJING
The difference is genuine.

Hi Tech, Oriental or Art Deco Room US$79.00
Royal Club (Executive Floor)
US$105.00
Including Buffet Breakfast

All rates are subject to 15% service charge plus US$1.00 City Tax per person per night. Rates are valid from now till the 15th August 1999. Black out dates (5th July to 11th July). For Double Occupancy please add US$10.00.

Reservations Hotline: 6465 3183, Telphone: 6465 3388, Fax: 6465 3186
Radisson SAS Hotel Beijing, 6A East Beisanhuan Road 100028 Beijing
Or visit us at http://www.radisson.com

Hilton
Beijing

Sum

From US

Rate is valid till ember 15, 1999 and applicable taxes. Offer subject to prior reserv

1 Dong Fang Road, North Dong San
100027 Beijing,
Tel: (86-10) 6466 2288 Fax:
E-mail: hilton@hiltonbe

View Garden Hotel
★★★★

Rate RMB350/night
to local region only)

and gymnasium free of charge
il 1.00pm

86-10) 6353 8899
86-10) 6354 6058
8 Nan Cai Yuan Street,
District, Beijing
www.gvghotel.com
sales@gvghotel.com

CHINA DAILY

China's hotels present their special

Summer OPTIONS

Big De

Single Room: RMB *699*
Twin Room: RMB *899*

American Breakfast • Buffet lu

HARBOUR
PLAZA

Hoi Tak Hotel, Xinjiang
5 Star International Hotel

er Package
Single
Double
fast per person per day
either at the Village Inn or
door heated swimming pool

Weekend Holiday

Till 29 February 2000

For only **RMB 888** net per night

Take a break and have a holiday over the weekend!
Lots of shopping, recreation and dining

FREE

RMB 188 Dine Around Coupon per night (non-transferable)

• Rate is subject to RMB 6 CDF per person per night

For reservation
Tel: (010) 650
Fax: (010)
E-mail: cwh@s

CHINA DAILY

CLASSIFIEDS

• [illegible] Interpretation & Translation
Tel: (86-10) 6259 9444
• *Jinli* Translation, Tel: (86-10) 6201 8909
E-mail: zzwangg@hotmail.com
• [illegible]翻译社 昼夜服务
Translation Service, 24-hrs available
Tel: (010) 6261 9794 / 98

SINOTIME 市场调研政策咨询
Marketing Research & Consulting
Policy Consulting & Market Research on IT, Packaging and Machinery
Tel: (86-10) 6847 4123
Fax: (86-10) 6845 5765
sinotime@public.east.cn.net
http://www.sinotime.com
China Business Solutions

Chinese female, single, 31, sweet, charming and good-natured, majors in computer and communications, works in Beijing Telecom, enjoys English language and loves children.
Would like to meet an expatriate European gentleman aged under 45, who speaks Chinese with no children.
Tel: (010) 6467 2174 or
Pager: (010) 126 call 86210

Ira Jiang, female, 42, BA, successful computer network and GIS projects marketing experiences in more than 40 cities in China since 1992.
Looking for a challenging position in IT company.
Tel: (86-10) 6839 4943, 6867 3660
Fax: (86-10) 6841 6457
BP: 6491 9988 call 12550
E-mail: ira@public3.bta.net.cn

Export & Import
Consulting — Europe
Tel: (0049-681) 938 7851
Fax: (0049-681) 938 7852

Parkview Centre
Good Price
Professional Management
☞ **32-96m² office space**
☞ **Opposite Lido Hotel**
Add: 2 Jiangtai Road, Chaoyang District, Beijing

CHINA TRADE PAGES since 1996
the popular way for local company to get **Manufacturer Information**
English Consulting Service **Now Available!**
— Supplied With CD-ROM
Call Now!
• Totally 100,000 factories, all w/fax, some w/E-mail & photo
• USD40 for one category; $100 for totally nine
Tel: (020) 8358 8282-300 Cindy Fax: (020) 8359 3654
E-mail: ctpages@public.guangzhou.gd.cn

Establishing and Marketing your business in China can be profitable...and painless!
Our team of experienced professionals in China specialize in business formation, accounting, legal and marketing services. We can help you establish and run your business anywhere in China.
DEZAN SHIRA BUSINESS MANAGEMENT SERVICES
BEIJING: Tel.: (8610) 6462 2175 Fax.: (8610) 6465 1249 SHANGHAI: Tel.: (8621) 6841 0519 Fax.: (8621) 6841 1030 SHENZHEN: Tel.: (86755) 289 0378 Fax.: (86755) 289 4599 HONG KONG: Tel.: (852) 2376 0339 Fax.: (852) 2376 3380 EMAIL: [illegible]

THE L & A LAW FIRM
CHINA ATTORNEYS, PATENT & TRADEMARK AGENTS
BEIJING-SHANGHAI-GUANGZHOU-CHENGDU-SHENYANG DALIAN-WULUMUQI-TIANJIN.
EDWARD LEHMAN, ATTORNEY
Tel: (86-10) 6532 3861 · *LALAW@chinalaw.cc*
Fax: (86-10) 6532 3877 · *www.chinalaw.cc*

抚顺今华(集团)有限公司
FU SHUN JIN HUA GROUP CO. LTD
低价销售国产重型车
Heavy-duty Truck on Sale.
电话: Tel: 86-413-667 8629 传真: Fax: 86-413-667 8064
网址: http://www.jinhua.com.cn 信箱: asb@sohu.com

CLASSIFIED ADS
Wednesday and Friday
China Daily To advertise here, call: (86-10) 6494 1104

新加坡留学咨询
本公司多年来从事留学咨询服务，享有良好的信誉。
• 30岁以下，高中毕业以上者，[illegible]
• 入理工学院，学习二年者之咨询
• 中、小学生入[illegible]之咨询
• 高中毕业25岁以下者[illegible]学院，学士留学国立大学MBA之咨询
[illegible]
[illegible]

中情欧美学位咨询
北京龙马咨询有限公司为您提供马来西亚[illegible]学院留学咨询信息，业务遍及全国各地，高二以上水平的学生均可申请，免托福。
咨询热线：(010) 6494 7381,
6494 7382
[illegible]

New Branch of Primary Boarding School
Recruiting Students Now!

Fangcaodi Primary School, a well-known primary school ideally located near the foreign embassy area in Beijing, has launched its Part II recently. The new branch, located south of Century Village, is equipped with up-to-date teaching facilities, and is now recruiting boarding students Grade 1 to 4 throughout the country.

Register Your Children at the New Branch of the *Fangcaodi* Primary School.
For more information, please contact Ms Gao Wei, Ms Chen Ping, Ms Wu Xiaorong and Mr Ma Guanghong at:
Tel: (86-10) 6509 4312, 6501 4331

All of our customers are satisfied with our quality service, among which 90% are multi-national companies.
☞ **Market Research**
☞ **Competition Analysis**
JMK & TRIDEA INVESTMENT CONSULTANTS CO., LTD
北京嘉和信投资顾问有限公司 E-mail: leo@dashen.com
Tel: (86-10) 6238 0882, 6238 0884, 6202 6126
Fax: (86-10) 6238 0885

Legend Garden Villas
Apartments & Houses Await Your Approval

	Apartments	Houses
Size:	102-122-126-159-228-252-300m²	285-275-289-320m² with private garden
Bedroom:	1-2-3-4-5 bedroom	3-4-5 bedroom
Rent:	USD 1,200-1,500-1,700-2,500-3,500-4,500-5,000	USD 5,000-5,500-6,500-7,000

• Swedish school in the compound. Central heating system. Health club with golf driving range.
• 60 percent landscaping with 8000sqm pleasure lake.
• Convenient transportation: 15 kilometres to Sanyuan Flyover
5 kilometres to Capital Airport
Shuttle bus to downtown available
Contact Ms Jane Zhang, Mr [illegible], Mr Elton [illegible], Mr Richard Kan
Hotline (86-10) 6456 [illegible] Fax (86-10) 6456 1101
http://www.[illegible].com E-mail: [illegible]

纳米比亚留学咨询
纳米比亚位于非洲西南部，西临大西洋，自然风光秀丽。纳米比亚大学位于首都温得和克，是南部非洲著名的大学。我中心又务提供纳米比亚大学的详细资料及赴纳米比亚的商务、旅游、投资、签证、机票等信息咨询。
详情请洽：
地址：[illegible]
电话：(010) [illegible]

赴新西兰咨询
留学：无学历、年龄及外语水平限制。酒店管理学院及多所大学、语言学校和中学可供选择。
定居：提供一般技术类和投资类定居的咨询。
北京万国国际商务咨询公司
电话：(010)6495 7789, 6495 7273

BEST COPY AVAILABLE

Cheng Guang

purified water at the Yanghe Distillery in Jiangsu Province. The factory lion yuan (US$1.8 million) to set up a production line for high-quality The daily output is 110 tons.

Coca-Cola expects growth in China

By Xue Cheng

DESPITE political and economic challenges, sales of Coca-Cola soft drinks in China are expected to increase this year over last year.

"I believe that the sales of Coca-Cola this year in China will increase," said Lo Bing-Chung, vice-president of Coca-Cola China Ltd.

From January to March this year, the annual monthly growth rate was 20 per cent.

In May, the sales of Coca-Cola suffered a sharp decline in some universities in China due to NATO's bombing of the Chinese embassy in Yugoslavia. In June, two incidents that happened in Belgium and the Netherlands also affected the sales of Coca-Cola in China. Product contents were found to have been contaminated by polluted packaging. Customers were found vomiting after drinking the beverage, and reports caused worldwide fear of Coca-Cola products.

"But we have gone through the crises," Lo said.

In the swelter of June, the bottling plant of Coca-Cola in Beijing reported a record monthly sales figure, the highest since the plant opened two decades ago.

On June 25, the sample examination conducted by China's Ministry of Health in 23 Coca-Cola bottling plants indicated that the locally produced products of Coca-Cola Co conform well to national quality standards set on soft drinks.

Analysts say the localization strategy of Coca-Cola in China has helped it overcome this year's difficulties.

With the establishment of three new bottling plants in Chengdu, Taiyuan and Kunming this year, Coca-Cola will have 24 plants in China by the end of this year, representing a total investment of US$800 million.

Nearly 98 per cent of raw materials used by these plants, including sugar, carbon dioxide and flavour concentrate, were purchased locally.

"We never stop submitting applications to the Chinese Government for launching more bottling plants here, because China is such an enormous market," Lo said.

Profits and tax paid by Coca-Cola bottling plants throughout China stood at about 1 billion yuan (US$120 million) each year.

Over the past few years, Coca-Cola China Ltd and its presence in China has generated about 15 million yuan (US$1.8 million), which has helped establish 50 primary schools in impoverished regions. Recently, the company created another scholarship worth 8 million yuan (US$960,000) to support rural students who are the first in their family to attend university.

In fact, Coca-Cola's success in China has also inspired some domestic soft drink producers to compete for a share of the market.

Producers of "Future Cola" and "Fenhuang Cola" are appealing to the consumers by launching aggressive advertising campaigns with strong nationalist sentiment and have reportedly achieved significant sales.

"I appreciate very much what our competitors did during our difficult times because they didn't take advantage of our precarious position and some were even willing to offer help to us," Lo said.

CHINA DAILY

房价表 TARIFF

标准间	Standard	S 85
豪华间	Deluxe	104
商务套房	Superior Suite	144
行政套房	Executive Suite	203
豪华套房	Deluxe Suite	215
加床	Extra Bed	15

行政层 Executive Floor

标准间	Standard	S 128
豪华间	Deluxe	148
商务套房	Superior Suite	198
行政套房	Executive Suite	280
豪华套房	Deluxe Suite	350

- 以上房价如有变动恕不另行通知。
- 房价加收10%服务费和政府规定之"城建费"。
- 退房时间为中午十二时，超过十二时将加收半费，如需延住请与前台接待联络。
- 无事先提示，则所有预订只保留至当日下午六时整。
- 十二岁以下儿童一名可免费与父母同住。
- 饭店接受以下信用卡：VISA、运通卡、万事达卡、JCB、长城卡、牡丹卡、建行VISA、建行MASTER、金穗卡。

- All rates are subject to change without prior notice.
- Room rates are subject to 10 surcharge and a "City Development Fund" by Municipal Government.
- Check out time is 12:00 at noon. Late Check out time after 12:00 noon Shall be charged extra. Please contact front desk to extend your stay.
- Reserved room will be held until 6:00pm unless prior arrangements are made.
- There is no charge for children under 12 who share room with parents.
- We honour VISA. AMERICAN EXPRESS. MASTER CARD. JCB. GREAT WALL CARD. MUDANKA. 建行VISA. 建行 MASTER.

客房预订 For Reservations

Tel: 66061579 66037105
Fax: 66022120 66014849

客室料金表

スタンダ-ドル-ム	S 85
デラックスル-ム	104
ビジネススイ-トル-ム	144
プレジデントスイ-トル-ム	203
デラックススイ-トル-ム	215
追加ベッド	15

行政階

スタンダ-ドル-ム	S 128
デラックスル-ム	148
ビジネススイ-トル-ム	198
プレジデントスイ-トル-ム	280
デラックススイ-トル-ム	350

- 以上の客室料金は變更することがありますのでご了承ください。
- 客室料金にはサ-ビス料10%および政府徴收の都市建設費が加算されます。
- チェックアウトは正午12時までです。正午12時以后チェックアウトは場合は追加半日の料金いただきます。宿泊延期などご要望の際はフロントにご連絡ください。
- 事前にご連絡がない場合、ご予約の客室は當日の午后6時までしか確保できません。
- 12歳以下の兒童は1人に限り、無料でご兩親と同室に宿泊することができます。
- 當ホテルでは下記のクレジットカ-ドがご利用できます。ビザ、アメリカン・エクスプレス、マスタ-カ-ド、ジェイシ-ビ-(J・C・B)、長城カ-ド、牡丹カ-ド、建設銀行ビザ、建設銀行マスタ-カ-ド、金穗カ-ド。

レストランおよび・娯業・ビジネス施設。

- 四季料理レストラン
- 潮州料理海洋宮
- よせ鍋・海鮮料理
  民族富城レストラン
- 碧房コーヒーガーデン
- トルコレストラン
- ビジネスセンター
- 観光旅行案内・チケット予約
- 会議ホール
- オフィスルーム
- 理髪・美容室
- サウナ・マッサージ
- ボーリング・ビリヤード
- 健康保持センタ・ゲーム室
- ショッピングセンター
- KTVルーム・ダンスホール

客房予約

TEL: 66036467 66014166 轉 1818
FAX: 66022120 66014849

$1 = 7.751

US $	Chinese R's	US $	Chinese R's
1	8.27	20	165.40
2	16.54	25	206.75
3	24.81	30	248.10
4	33.08	40	330.80
5	41.35	50	413.50
6	49.62	60	496.20
7	57.89	70	578.90
8	66.16	80	661.60
9	74.43	90	744.30
10	82.70	100	820.70
11	90.97		
12	99.24		
13	107.51		
14	115.78		
15	124.05		

SOME KEY PROBLEMS ABOUT CHINA'S SUSTAINABLE DEVELOPMENT

Liang Jizong

Professor of Economics, Northwest University

IT has been twenty years since China embarked its ambitious drive for modernization--the trinity of industrialization, marketization and urbanization. Achievements remarkable, economic growth rate keeps at a higher level, people's living conditions in urban and rural areas improve greatly, the whole country, particularly the coastal regions, looks like a big construction site. The changes make the China of today almost unrecognizable to those foreign tourists and business persons who had visited the country before long.

Meanwhile, serious problem of sustainable socio-economic development emerges from the rapid economic growth. Is China capable of attaining to this desirable state of development for the coming generations? What factors should be taken into account for doing this?

Eleven key problems today's China is confronting with:

1. Population

Of all the issues China faces for its sustainable development, none is more important than population growth.

(Demographic statistics data and forecast for its future growth)

Advantagesand disadvantages arising from population growth. To today's China disadvantages are the chief ones. More people means more demand--for space, nourishment, security, opportunity, and heavier burden to environment.

2. Agriculture

Can China produce enough food to feed its huge and increasing population and, at the same time, produce sufficient raw materials to support the economic growth?

So far, China's food production has kept pace with a burgeoning population. Maintaining that balance and finding ways to tape agricultural potentials are critical challenges.

China's unfavorable natural endowment and historical legacy for its basic sector. The modernization drive in urban areas and faster growth of rural population aggravate the seriousness of the problem.

The carrying capacity of land in China. Ways to promote agricultural productivity (of labor, land, and capital)

3. Resources

Natural resource not bountiful, a long-term constraint acting on China's development: farmland; fresh water; biological; minerals, per capita quantity account to world's average 32%, 28%, 14%, 50% respectively. Low renewal rates: iron & steel 46% (world's level 70%); non-ferrous metal 30%(70%); paper 20%(80%); glass 10%(50%).

4. Energy

China--the world's second largest energy consumer after the United States, with three-quarters of its commercial energy from coal.

China's energy system: dominated by the production and consumption of coal, the share of coal in energy consumption reached 75% in 1994, while oil, 17.4; natural gas, 1.9; primary electricity, 5.7.

In recent years, China has come to depend heavily on foreign participation and technology in oil and gas exploration. In 1995, China produced 150 050 000 t of crude oil, making it the world's 6th largest oil producer. Electric power generating capacity, the 4th largest, with installed capacity of about 210 gigawatts (GW) in 1995. 2 nuclear power plants already on line and under expansion, and several more planned in other locations.

Energy constrains on growth? Demand side; supply side. Pricing. Efficiency.

5. Environment & Ecology

Pollution of air, water and land has worsened; the loss of farmland to industrialization, city expansion, housing, road construction, and erosion, desertization, alkalinization and salinization has accelerated; low level of the development of environmental industries(annual output value: world, USD300 bn; Asia Pacific areas 30 bn; China 1bn).

China has committed itself to achieving a number of concrete environmental goals by the end of the century, and intensifies its efforts to make and enforce environmental protection laws.

6. Rule-of-Law

7. Restructuring the State-owned Enterprises

8. Role of the Regional Economies. The Interregional Relationship

9. Science and Technology. Education

10. Mode of Consumption. Social Security and Public Health Care System

11. A Clean and Efficient Government. Political Reform

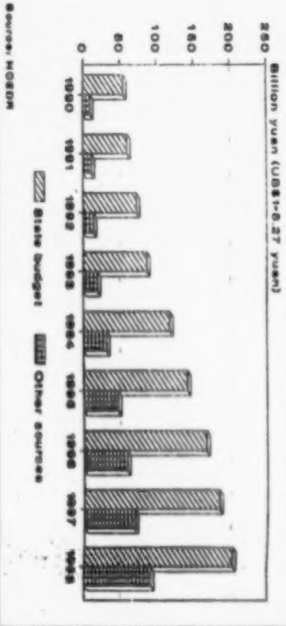
北京五洲大酒店美容美发厅
Beauty Saloon

服务项目： SERVICE ITEM:	价格： PRICE:
洗吹 SHAMPOO & BLOWDRY	65 元起价 from 65 (Yuan)
洗剪吹 SHAMPOO & BLOWDRY	115 元 115 (Yuan)
颜色护理 COLOUR TREATMENT	160 元起价 from 160 (Yuan)
烫发 PERMING	200 元起价 from 200 (Yuan)
保健按摩 BODY MASSAGE	180 元/45分钟 180 (Yuan)/45 (min)
足穴按摩 FEET ACUPOINT MASSAGE	150 元/60分钟 150 (Yuan)/60 (min)
客房按摩 ROOM MASSAGE	加收50%服务费 50% EXTRA SERVICE CHARGE
美容 FACIAL	120 元起价 from 120 (Yuan)

地　址：北京五洲大酒店西楼二层
ADDRESS: THE SECOND FLOOR OF WEST BUILDING OF CONTINENTAL GRAND HOTEL
电话：64915588转72048　TEL：64915588—72048

CHINA DAILY

China's investment in education



Source: NCEDR

over the lack of opportunities for children from poor backgrounds and over the fate of State-financed programmes to train professionals for less alluring jobs in special sectors.

Challenges are anticipated that will test the new financing mechanism. For example, the cost of studying at private institutions is bound to be an important issue.

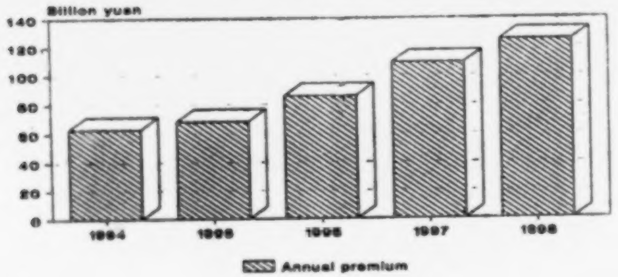
The current rules stipulate that provincial pricing bureaux and colleges should jointly set the fees to be charged on students. No ceilings have been set but the fee levels are to be tied to the inflation rate.

Non-State colleges and schools, including Sino-foreign co-operative ventures, may set higher charges if they can convince the authorities of the need to do so. And the current deflationary environment leaves room for setting fees high enough to ensure profits.

Chinese citizens, especially the nouveau riche, are generally thought to place a high value on knowledge and to be willing to spend significantly on education beyond basic provision. Expensive, high-quality private colleges are expected to find a ready market.

Zhang expressed optimism about the new system, which is designed with the 21st century in mind. He said the current business climate was favourable, especially for start-ups.

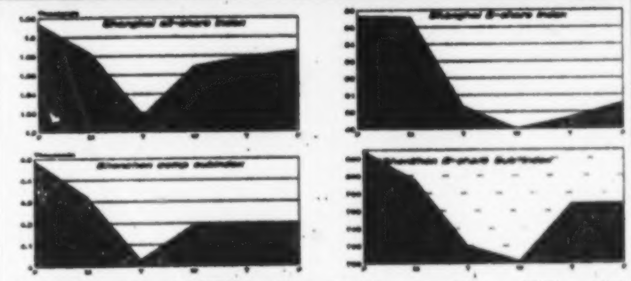
China's insurance industry



Source: CIRC

Continued o

MARKETS THIS WEEK



Market Exchange Rates in RMB Yuan set by the People's Bank of China
(July 9)

Currency	Unit	Rate
US dollar	100	827.81
Japanese yen	100	6.7679
HK dollar	100	106.87

Bank of China exchange rates in RMB

Currency	Unit	Buying	Selling
US dollar	100	826.57	829.05
German mark	100	431.89	433.19
HK dollar	100	106.63	106.95
Swiss franc	100	526.16	527.74
Australian dollar	100	551.17	553.36
Canadian dollar	100	561.76	564.01
Singapore dollar	100	486.69	488.64
French franc	100	128.78	129.16
Macao pataca	100	103.37	103.78
Dutch guilder	100	383.31	384.47
Norwegian krone	100	104.13	104.55
Swedish krone	100	96.78	97.14
Danish krone	100	113.56	114.00
Japanese yen	100	6.7405	6.7676
British pound	100	1287.27	1292.43
Belgian franc	100	20.94	21.00
Philippine peso	100	21.46	21.54
Thai baht	100	22.31	22.40
Austrian schilling	100	61.39	61.57
Finnish markka	100	142.07	142.50
Italian lire	100	.4363	.4378

CHINA
CONNECTION

"DISCOVERY PACKET"

GEOGRAPHY

BEST COPY AVAILABLE

* NOTE: ATLASES AVAILABLE
TO EACH STUDENT.

Flood-control projects working effectively

By Liang Chao

ALTHOUGH the worst of the lood season has yet to come, loods are posing a serious threat many parts of Hubei, Hunan, angsu and Anhui provinces.

ood water is reluctant to re- e, while prolonged "plum " — intermittent drizzle or ers in the rainy season in iddle and lower reaches of ngtze — shows no signs of ut.

gh the flood-control situation has remained critical for weeks, no severe dangers have been reported on the thousands of kilometres of levees and dykes along the Yangtze River, according to the latest reports reaching Beijing yesterday.

Local anti-flood authorities attribute this to the fact that many flood-control projects reinforced soon after last summer's inundations are playing a significant role in withstanding this year's worsening floods.

So far this month, 330 minor problems affecting Yangtze levees have been reported in Central China's Hubei Province, according to Hubei Daily.

"An average of about 50 problems a day have been reported since July 5, and the situation is tending to get worse as more heavy rain is forecast for upstream areas," the report quoted local officials and experts as saying.

The water level of the Yangtze rose to 27.75 metres in Wuhan, Central China's main industrial and commercial centre, for over 18 hours on Tuesday. This meant the city was 4 metres below the flood water.

No serious problems have been reported in Longwangmiao, the section most at risk in the levees shielding Wuhan. This is the result of efforts made soon after last summer's floods, local officials said.

So far, nearly 200 million yuan (US$24 million) has been earmarked for Longwangmiao with major parts of the flood-cont project completed before th year's flood season.

The city has collected a reco 650 million yuan (US$78 m lion) for anti-flood constructio almost as much as the tot amount of funds the city ha invested in flood control duri the previous five decades.

Hubei has also reinforced hu dreds of kilometres of Yangt levees to raise their ability t withstand major floods.

CHINA DAILY

CHINA
DAILY

WEATHER REPORT

(8 am July 7- 8 am July 8)

Urumqi
Harbin
Changchun
Shenyang
Hohhot
BEIJING
Tianjin
Yinchuan
Yellow River
Xining
Shijiazhuang
Taiyuan
Jinan
Lanzhou
Xi'an
Zhengzhou
Lhasa
Hefei
Chengdu
Chongqing
Wuhan
Nanjing
Hangzhou
Yangtze River
Nanchang
Changsha
Guiyang
Guilin
Fuzhou
Kunming
Xiamen
Nanning
Guangzhou
South China Sea

Weather analysis

DRIZZLE to moderate rain is expected in most parts of North China, Northeast China, the Yellow, Huaihe and Yangtze rivers, the northern part of the regions south to the Yangtze River, the Hanjiang River, the eastern part of Southwest China, the western and southern parts of South China. Heavy rain to rainstorms are forecast in the southern part of Northeast China, the eastern part of Hebei Province, Shandong Province and the middle and northern parts of Jiangsu Province. Easterly and southerly wind of forces 6-8 will blow across the Bohai Sea and the Yellow Sea.

Weather forecast for major Chinese cities

City	Max(C)	Min(C)	Weather
Beijing	25	18	rain to overcast
Changchun	28	20	drizzle
Changsha	35	27	cloudy
Chengdu	29	24	cloudy
Chongqing	32	25	overcast to drizzle
Dalian	26	19	storm to moderate rain
Fuzhou	34	25	thunderstorm
Guangzhou	32	26	drizzle
Guilin	33	26	drizzle to cloudy
Haikou	32	24	moderate rain to cloudy
Hangzhou	28	22	drizzle
Harbin	27	20	drizzle to moderate rain
Hong Kong	30	25	drizzle
Jinan	22	18	storm to moderate rain
Kunming	27	18	clou
Lanzhou	26	16	cloudy to cle
Lhasa	25	13	thunderstorm to clou
Nanchang	33	26	clou
Nanjing	25	21	drizz
Qingdao	24	20	storm to moderate ra
Shanghai	26	22	drizz
Shenyang	28	19	drizzle to moderate ra
Shenzhen	30	25	drizz
Taipei	34	25	cloud
Tianjin	24	21	heavy to drizz
Urumqi	33	20	clear to cloud
Wuhan	33	26	storm to moderate ra
Xi'an	24	18	overcast to cloud
Xiamen	31	25	drizzl
Zhengzhou	25	18	drizzle to overcas

Weather forecast for major foreign citie

City	Max(C)	Min(C)	Weathe
Bangkok	32	25	drizzle
Cairo	33	22	clea
Frankfurt	25	17	drizzle to cloudy
Karachi	35	28	cloudy
London	22	14	cloudy
Moscow	25	17	clear
New York	36	26	cloudy
Paris	22	15	cloudy
Tokyo	24	19	overcast to cloudy
Sydney	19	07	cloudy

(All weather information is provided by the Central Meteorological Observatory)

BEST COPY AVAILABLE

3-21-97 -GEOGRAPHY

China: superpower pollute

Flooding, smog are by-products of rapid growth in economy

By MARK HERTSGAARD
and ZHENBING ZHOU
Special to the L.A. Times

THE BIGGEST environmental challenge in the world today is not global warming or ozone loss, as serious as those hazards are. Rather, it is poverty or, more precisely, the urge of billions of people around the world to escape poverty. No one can begrudge the poor a better life, but their aspirations raise a troubling question: Can the world's human majority ascend from poverty without overwhelming the ecosystems that make all life possible on this planet? The answer may determine humanity's fate in the 21st Century. Nowhere is the challenge more urgent than in China, one of the world's fastest-

COURIER-JOURNAL

Last summer, when floods roared through China's Yangtze and Songhua river valleys, they left an estimated 56 million people, nearly twice the population of California, at least temporarily homeless. Remarkably, China's central government soon acknowledged that its own environmentally damaging logging policies had greatly contributed to the floods' severity. Even more surprising, Beijing pledged to reverse those policies. But that promise is unlikely to be kept, mainly because China's continuing struggle against poverty ends up taking precedence over environmental reform.

> "Can the world's human majority ascend from poverty without overwhelming the ecosystems that make all life possible on this planet? The answer may determine humanity's fate in the 21st Century."

China exhibits both the large, growing population typical of poverty — nearly one of every four humans on Earth lives in China — and the high-impact consumption patterns promoted by Western capitalism. This combustible mix makes China a sort of environmental superpower, capable of wreaking havoc on ecosystems the world over.

Like the United States, the other environmental superpower, China is responsible for such a large share of global pollution that any attempts to, say, reduce greenhouse-gas emissions cannot succeed without its cooperation. The United States casts its long environmental shadow largely through its extravagant consumption patterns; the average American consumes about 53 times more goods and services than a Chinese does, for example. China's environmental heft still derives largely from its population size; only a small minority of Chinese can afford even a pale imitation of American excess. But if incomes keep rising in China, the size of that minority will grow, and the environmental effects could be fearsome.

BEST COPY AVAILABLE

Over the past 20 years, market reforms championed by former leader Deng Xiaoping have more than doubled the average income in China, enabling hundreds of millions of Chinese to climb out of absolute poverty to "mere" conventional poverty. A massive increase in coal burning has made most Chinese warm in winter for the first time in the country's history, but it also has made China the world's second-largest emitter of greenhouse gases, trailing only the United States. Similarly, the purchase of millions of new refrigerators and air conditioners has made China the world's leading consumer of the chlorofluorocarbons that destroy the ozone layer.

During a six-week investigative journey throughout China, we often walked amid air so thick with coal dust and vehicle exhaust that sunny days looked foggy. Yet, average Chinese said the same thing again and again: Though they did not enjoy filthy air or toxic water, they would put up with it in exchange for warmer apartments, better pay, fewer power shortages. "We have a saying in China," said one journalist, who had tried to raise awareness of the subject. " 'Is your stomach too full?' In other words, are you so well-off you can afford to complain about nothing?"

Government officials know the environment must be better cared for, if only because environmental costs — lost work days and health care e
penses caused by air polluti
for example — are cancel
out virtually all the growth t
has made China's econo
miracle famous the world o
Air and water pollution al
are costing $54 billion a ye
roughly 8 percent of Chin
gross domestic product.

Yet, environmental refo
threatens the short-term ec
nomic interests of millions
Chinese and thus the future
an increasingly unpopul
Communist Party. As the n
tion's shift to a market econ
my continues to push million
of Chinese into unemplo
ment, strictly enforcing env
ronmental laws would thro
additional millions out
work. This, in turn, would i
tensify the demonstrations an
other social unrest evident i
China in recent years.

Thus Beijing, like many ot
er governments, ends up tal
ing a good environment
game but not followin
through with new policy, t
very scenario now unfolding i
response to last year's floods.

Zhao Qizheng, director
the State Council Informatio
Office, admitted in August th
the Yangtze floods had bee
exacerbated by extensi
clear-cutting of timber in wes
ern Sichuan province. Bot
rain water run-off and siltin
of riverbeds had increase
swelling the Yangtze far b
yond its normal volume. Mea
while, lakes and wetlan
downstream had been conver
ed into farmland, eliminati
the natural buffers that used t
absorb excess flood waters.

Zhao pledged that the go
ernment would shut down th
offending logging operatio
and restore the wetlands an
lakes. In September, the gove
nor of Sichuan province du
announced that forestry work
ers would henceforth be plan
ing, rather than felling, tre
within a 46,300-hectare are
containing the second-larges
concentration of old-growt
forest in China. Greenpeac
activists disclosed in Decem
ber, however, that logging ha

BEST COPY AVAILABLE

CHINA'S ENVIRONMENTAL CHALLENGE

Continued from Page D 1

miserable existence as subsistence farmers — and curse the government that impoverished them.

The choices for the government are even less appealing — downstream, where so many lakes and wetlands are slated for reclamation. But those former wetlands are now filled with the houses and farms of tens of millions of people. Where will they go? Who will pay to resettle them? China is already fiendishly overcrowded. Indeed, population growth is part of what led Beijing to drain the lakes and wetlands in the first place.

To reverse that policy now is a practical impossibility, and local officials know it.

Perhaps Zhu will manage to square the circle: carry out environmental reform without endangering the party's hold on power. After all, in the mid-1990s, Zhu succeeded in the seemingly impossible task of cooling off China's double-digit inflation without halting economic growth.

One ray of hope is Beijing's new campaign to cut China's electricity consumption 20 percent by 2010 by increasing energy efficiency. Investing in energy efficiency yields two to 10 times as many jobs as investing in fossil fuel and nuclear power does. Switching to more efficient light bulbs, insulating drafty apartment houses and installing more efficient electric motors in China's factories would not only decrease its dreadful air pollution and greenhouse-gas emissions, it would also provide jobs.

The United States could encourage such environmental reform — and make money for U. S. companies and workers — by helping China buy the relevant technologies. But solutions to the Yangtze floods and other environmental challenges are harder to come by. Chinese and U.S. leaders must pay more attention to the twin challenges of poverty and environmental degradation if humanity is to prosper in the century ahead.

Mark Hertsgaard is the author of "Earth Odyssey: Around the World in Search of Our Environmental Future." Zhenbing Zhou is an associate professor at People's University in Beijing.

CHINA DAILY

New method brings wealtl

Farmers grow crops on arid land

By Liang Chao

NORTHWEST China's Shaanxi Province has succeeded in growing crops, as well as fruits and vegetables in its arid and semi-arid areas, using rainwater catchment.

Nearly 100,000 rural people in the areas' 45 counties have been basically lifted out of poverty and into wealth thanks to a rain storage irrigation programme that was created years ago, according to Wang Shousen, vice-governor of Shaanxi.

Last year, the programme provided drinking water for more than 42,000 people and 39,000 livestock in the province's northern parts. That region in particular was one of the province's worst drought-stricken areas last year. It experienced the lowest amount of rainfall and the highest rate of evaporation.

Today, the programme has helped bring irrigation to more than 6,000 hectares of farmland through water-saving techniques, like using sprinklers and drip irrigation.

Pointing to a greenhouse used for growing vegetables on a small tract of land below a paved road, Xing Zhigang, a farmer in Zhidan County, told China Daily that the annual per capita net income of his family reached 2,500 yuan (US$300) last year.

Family income has been up 60 per cent over that of the country's average for rural residents, which stood at 1,508 yuan (US$180) in 1998.

"This year, my income will be much better by using the rainwater stored in my cisterns, which catch rainfall from t road," Xing said.

Xing explained that he has cisterns, which are valued 15,000 yuan (US$1,800).

The cisterns are first used restore water for drinking a then for irrigating orchids, v etables and cash crops. T have become a common si today in gullies and ravines by summer rainstorms in semi-arid county.

In 1998 alone, the provi earmarked over 96 million yı (US$11 million) for the constı tion of such irrigation project its northern parts.

Seventeen per cent of the f was subsidized by the State, 21 per cent was paid by loc ties with the rest raised by fa ers. The funds have helped struct small rainfall catchn areas with more than 990 squ cubic metres of cement spac collect rainwater on hillside peaks of mountains in lands.

"With a drain in its centre l ing with a cistern underneat store rainfalls, such rainw collecting facilities, which l like huge plates, are capab watering large tracts of mostly used for growing f and vegetables," Mao Min official with Shaanxi Provi Water Resources Bu (SPWRB), said.

Over the past year, some 2 cisterns capable of catching restoring 1.5 million c metres of rainwater for ir tion were built along as roads spiralling up the m tains, another SPWRB's ing official added.

Pollution depletes rare fish

RARE fish, including the Chinese paddlefish and mullet, are under threat as a result of water pollution in the upper reaches of the Yangtze River.

A recent study, conducted by the Chinese Academy of Sciences and Institute of Hydrobiology, indicates that the population of paddlefish and mullet has decreased rapidly in recent years. The Chinese sturgeon has now disappeared from the upper reaches of the river.

In general, the variety of fish has decreased from over 50 in the mid-60's to about 20 today, said Zhang Guohua, a scientist with the institute.

Over-fishing, water pollution and the construction of water facilities are considered the major causes of the problem.

The habitat of fish should be protected in order to save rare species, experts agree. However, it is unrealistic to ban the construction of water facilities, for the river generates electricity, is used for transportation and has other important functions, they said.

"We could choose one or two tributaries of the river to build reserves for the rare fish," said Cao Wenxuan, chairman of the executive council of the China Fish Society, and an academician with the Chinese Academy of Sciences.

Cao, after long studies, suggests the Chishui River, a tributary of the Yangtze, as a suitable natural aquatic reserve.

Almost 110 kinds of fish, including 26 species which only live in the upper reaches of the Yangtze River, have been discovered there. (Xinhua)

BEST COPY AVAILABLE

CHINA DAILY

Fishermen forced into idleness

Red tide invades coastal Cangzhou

By Jiang Jingen

THE hardworking fishermen in the coastal city of Cangzhou in Hebei Province have been forced into idleness since last Friday in a way they feared most: the dreadful red tide is coming back and there is little they can do about it.

Most of them had not refreshed the water in their shrimp pools for days as they usually do. The local oceanic administration has warned that the exchange of sea waters could bring in the poisonous algae generated by the approaching red tide.

Statistics from the State Oceanic Administration (SOA) indicated that the red tide, detected last Friday, has expanded from 400 square metres to 1,500 square kilometres overnight. It moved to some 10 kilometres off the coastal line of Cangzhou last Saturday.

Officials from the provincial oceanic administration said they were unable to go to sea to collect information on the red tide in real time because of shortage of facilities. Yet, they were keeping "close contacts" with the well-equipped North China Sea Bureau under the administration.

"We keep giving fishermen the latest information sent by the bureau, and help them take proper measures to cope with the red tide," said Liu Dehui, an official with the provincial oceanic administration.

Early reports said that an oceanic surveillance plane from North China Sea Bureau detected a sizable looming red tide last Friday in the Bohai Sea that was expanding and moving towards coastal Hebei Province and Tianjin, both major sources of China's aquatics products.

The alarmed SOA immediately sent an oceanic surveillance ship carrying a 30-member team composed of experts in oceanic chemistry and hydrology from Qingdao, Shandong Province to investigate the volatile red tide.

The ship reached the affected areas on Tuesday, and since then has sent three urgent notices to related departments based on their observation.

"The red tide is serious this time, and could become disastrous under certain circumstances," said Yang Jiwu, an expert with the administration Environmental Protection Department.

Yet officials from SOA said yesterday that the red tide has shown signs of recession.

"Our observation has indicated that the red tide is dying down noticeably," Li Hongfeng, an official with the SOA information office told China Daily.

She said this week's rainfall, strong sea winds and temperature decreases have helped disperse the tide.

Yet a circular issued by SOA yesterday said coastal regions still face a "tough job" in combating potential red tides this year. It further urged officials to beef up surveillance and information gathering on red tide.

Pollution causes maritime disaster

OUT of last year's major oceanic disasters, red tides, a kind of sudden wild proliferation of algae and plankton which results mainly from overly-fortified sea water, were the most serious and damaging of the past decade.

About 22 red tides were discovered in 1998, affecting not only the coastal sea areas but also some outer seas. The tides contained some varieties of algae and plankton that have never been observed in red tides before.

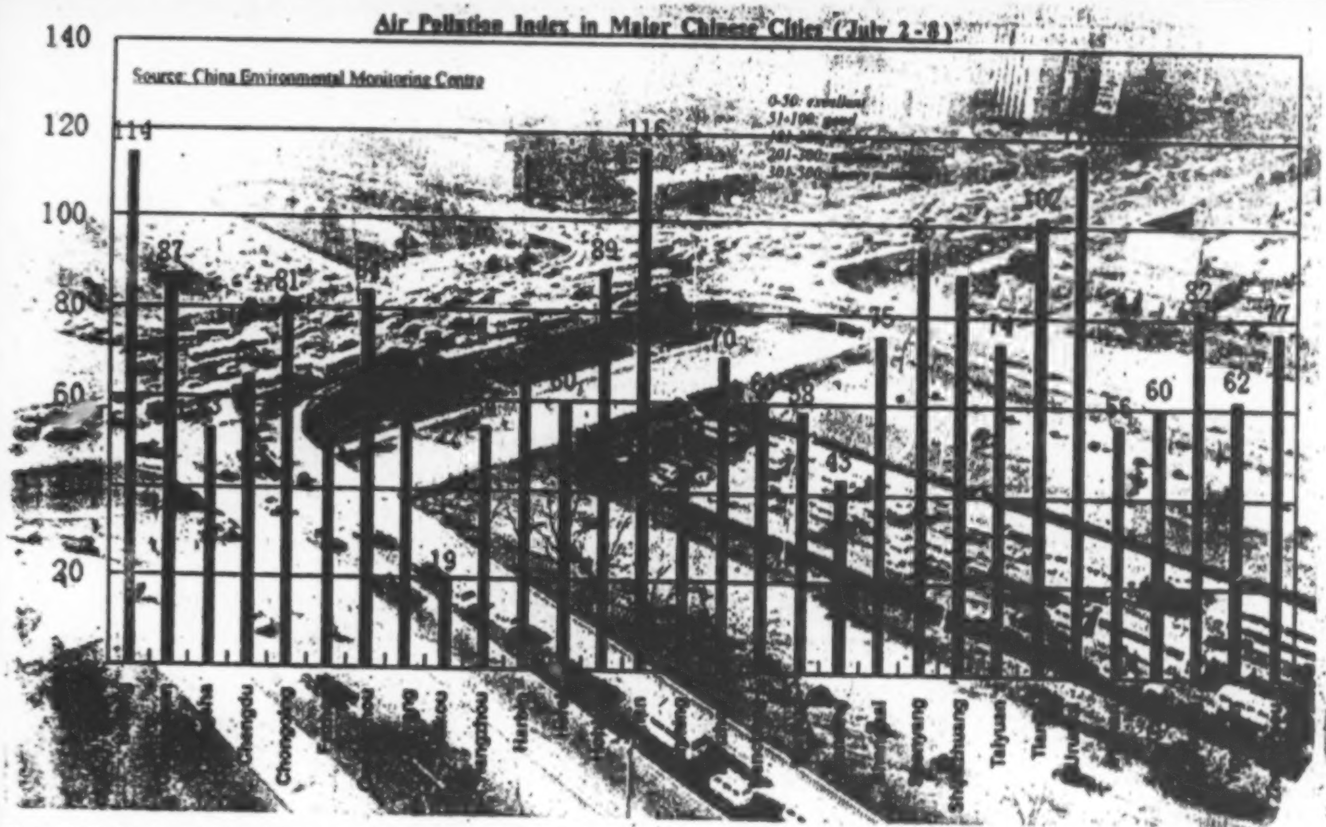
The duration of last year's red tides was also much longer than ever before. The biggest red tide was recorded in the Bohai Sea last fall. Lasting over 40 days, the tide expanded up to 5,000 square kilometres.

The coastal areas' pollution resulting from rapid development of industrial production, fishing and aquatic breeding has increased the frequency and seriousness of red tide, according to studies by the State Oceanic Administration.

Oceanic experts have been calling the State to reduce pollution, a critical step to stop red tides from settling in.

The National People's Congress Environment and Resources Commission is working on a new draft of the State Law protecting oceanic surroundings.

The new law is expected to limit the total amount of pollutants discharged into the sea from land. (CD News)



The Air Pollution Index (API) in most cities in North China has dropped in the past week due to rain. Most cities in the country, including Haikou, Nanning, Shenzhen, Zhuhai, Xiamen, as well as other nine cities, enjoyed excellent air quality with an API below 50 points. Air quality was good in 29 other cities, including Guiyang, Chengdu, Nanjing, Shanghai, Hangzhou, Kunming, Wuhan, Hefei, Nanchang, Xi'an, Shijiazhuang and Shenyang. Only four cities' API went over 100 points. These cities were Jinan, Urumqi, Beijing and Tianjin. Total Suspended Particles were the major pollutant in most urban areas, including Beijing, Xining, Tianjin, Jinan and Hohhot. Hangzhou, Shanghai and Guangzhou were mainly polluted by nitrogen oxide.

CHINA
DAILY

ish the governmental procurement quota and sell the surplus grain at the protected price," said Xie.

The grain purchase risk fund has also encouraged State grain firms to care merely about buying instead of selling, because the central fiscal money will subsidize their costs.

"When the central government announced it would lower and eventually cancel the protective price for the spring wheat in northeastern China, wheat from areas south of the Yangtze River, and indica rice in South China, the protective policy was rolled back a lot, because the three types of grain make up the major grain sold to the State by

Measures again

BANGKOK (Xinhua) — Two years after the financial storm hit Thailand and spread across Southeast Asia, the Thai economy finally begins to show signs of recovery.

In 1997, the central bank of Thailand announced it had given up its currency pegging system, triggering the collapse of the baht and bringing down with it many other currencies in the region. The move touched off a full-scale financial crisis.

With the aid of a US$17.2 bil-

tered the first negative grow
minus 0.5 per cent, in May 19
In June last year, inflati
surged to a peak of 10 per ce

The IMF's representative
Thailand, Reza Moghadam, s
recently that Thailand's rec
ery policies are bearing fruit.

Thailand adopted an auster
policy following the IMF's p
posals, which featured tighten
control of commercial banl
lending plans.

Four banks and 56 financ
companies paid for their rel

BEST COPY AVAILABLE

CHINA'S POPULATION

YEAR	TOTAL (1 000)	DEMOGRAPHIC RATES (‰)			URBAN & RURAL POPULATION				SOCIAL LABOR FORCE (1000)		
		BIRTH	DEATH	NATURAL GROWTH	URBAN (1 000)	%	RURAL (1 000)	%	TOTAL	RURAL	%
1949	541 670	36.00	20.00	16.00	57 620	10.0	484 020	89.4			
1950	551 960	37.00	18.00	19.00	61 690	11.2	490 270	88.8			
1951	563 000	37.80	17.80	20.00	66 320	11.8	496 680	88.2			
1952	574 820	37.00	17.00	20.00	71 630	12.5	503 190	87.5	207 290	182 430	88.00
1953	587 960	37.00	14.00	23.00	78 260	13.3	507 900	86.7	213 640	186 100	87.11
1954	602 660	37.97	13.18	24.79	82 940	13.7	520 170	86.3	218 320	190 880	87.43
1955	614 650	32.60	12.28	20.32	82.850	13.5	531 800	86.5	223 280	195 260	87.45
1956	628 280	31.90	11.40	20.50	91 850	14.6	536 430	85.4	230 180	200 250	86.99
1957	646 490	34.03	10.80	23.23	99 490	15.4	547 070	84.6	237 710	205 660	86.51
1958	659 940	29.22	11.98	17.24	107 210	16.2	552 230	83.8	266 000	213 000	80.08
1959	672 070	24.78	14.59	10.19	123 710	18.4	548 360	81.6	261 730	207 840	79.41
1960	662 070	20.86	25.43	-4.57	130 730	19.7	531 340	80.3	258 800	197 610	76.36
1961	658 590	18.02	14.24	3.78	127 070	19.3	531 520	80.7	255 900	202 540	79.15
1962	672 950	37.01	10.02	26.99	116 590	17.3	550 360	82.7	259 100	213 730	82.49
1963	691 710	43.37	10.04	33.33	116 460	16.5	575 260	83.2	266 400	220 370	82.42
1964	704 990	39.14	11.50	27.04	129 500	18.4	575 490	81.6	277 360	229 080	82.59
1965	725 380	37.88	9.50	28.38	130 450	18.0	595 930	82.0	286 700	235 340	82.09
1966	745 420	35.05	8.83	26.22	133 130	17.9	612 290	82.1	298 050	244 510	82.04
1967	763 680	33.96	8.43	25.53	135 480	17.7	628 200	82.3	308 140	253 680	82.33
1968	785 430	35.59	8.21	27.38	138 380	17.6	646 960	82.4	319 150	262 850	82.36
1969	806 710	34.11	8.03	26.08	141 170	17.5	665 540	82.5	332 250	274 000	82.47
1970	829 920	33.43	7.60	25.83	144 240	17.4	685 680	82.6	344 320	281 200	81.67
1971	852 290	30.65	7.32	23.33	147 110	17.3	705 180	82.7	356 200	287 520	80.72
1972	871 770	29.77	7.61	22.16	149 350	17.1	722 420	82.9	358 540	286 540	79.92
1973	892 110	27.93	7.04	20.89	153 450	17.2	738 660	82.6	366 520	292 640	79.84
1974	908 590	24.82	7.34	17.48	155 950	17.2	752 640	82.8	373 690	296 320	78.23
1975	924 200	23.01	7.32	15.69	160 030	17.3	763 900	82.7	381 680	299 460	78.46
1976	927 170	19.91	7.25	12.66	163 410	17.4	773 760	82.6	388 340	301 420	77.62
1977	949 740	18.93	6.87	12.06	166 690	17.6	783 050	82.4	393 770	302 500	76.82
1978	962 580	18.25	6.25	12.00	172 450	17.9	790 140	82.1	401 520	306 380	76.31
1979	975 420	17.82	6.21	11.61	184 950	19.0	790 470	81.0	410 240	310 250	75.63
1980	987 050	18.21	6.34	11.87	191 400	19.4	795 650	80.6	423 610	313 360	73.44
1981	1 000 720	20.91	6.36	14.55	201 710	20.1	799 010	79.9	437 250	326 720	74.72
1982	1 016 540	22.28	6.60	15.68	214 800	21.1	801 740	78.9	452 950	338 670	74.77
1983	1 030 080	20.19	6.90	13.29	222 740	21.6	807 340	78.4	464 360	346 900	74.70
1984	1 043 570	19.9	6.82	13.08	240 170	23.0	803 400	77.0	491 970	359 680	74.62
1985	1 058 510	21.04	6.78	14.26	250 940	23.7	807 570	76.3	498 730	370 650	74.35
1986	1 075 070	22.43	6.86	15.57	263 660	24.5	811 410	75.5	512 820	379 900	74.08
1987	1 093 000	23.33	6.72	16.61	276 740	25.3	816 260	74.7	527 830	390 000	73.89
1988	1 110 260	22.37	6.64	15.73	286 610	25.8	823 650	74.2	543 340	400 670	73.74
1989	1 127 040	21.58	6.54	15.04	295 400	26.2	831 640	73.8	553 290	409 390	74.11
1990	1 143 300	21.06	6.67	14.39	301 910	26.4	841 420	73.6	567 400	420 100	74.04
1991	1 158 230	19.68	6.70	12.98	305 430	26.4	852 800	73.6	583 600	430 930	73.84
1992	1 171 710	18.24	6.64	11.60							
1993	1 185 170	18.09	6.64	11.45							
1994	1 198 500	17.7	6.49	11.21							
1995	1 211 210	17.12	6.57	10.55							
1996	1 223 890	16.98	6.56	10.42							
1997	1 236 200	16.57	6.51	10.06							

2000 = 1.3 Billion

Sources: China's Statistics Year Book 1992
**Statistics Bulletin of National Economy and Social Development 1993-1998

"DISCOVERY PACKET"

POLITICAL SCIENCE

BEST COPY AVAILABLE

# MAO'S "RED BOOK" IS CIRCULATED

Courier-Journal

July 28, 1999

Forum

TAIWAN SHOULD BUY TIME

I HAVE SAID it before, and I will say it again: Taiwan is a remarkable country. And so much about Taiwan has changed for the better in the past decade. Its politics has changed to a vibrant democracy; its economy is the high-tech envy of Asia. Its media have evolved into the freest in Asia. Yes, so much has changed for Taiwan.

THOMAS L. FRIEDMAN

There's just one thing that hasn't changed: its geography.

Taiwan is still a tiny island of 23 million people living 90 miles off the coast of a China with 1.3 billion people. A senior Taiwanese official recently described the Taiwan-China relationship, saying: "It's like I have an 800-pound gorilla in my living room, and the worst thing is, he thinks he's my brother." It may be awkward, but that's the reality, and both we and Taiwan must never lose sight of that.

Let me be clear: If China attacks Taiwan without provocation, the United States must defend Taiwan. We cannot turn our backs on a country that has built its whole political system and economy in our own image. But this is not a fight that Taiwan or the United States should court. Yet that is what Taiwan's president, Lee Teng-hui, was doing when he said in an interview with German radio that henceforth relations between Taiwan and China should be seen as a "special state-to-state relationship" rather than an "internal" one — seemingly nullifying the fiction that there is one China that will one day be reunified.

Eliminating that fiction and ambiguity about whether Taiwan will ever be reunited with China was reckless, because it is precisely that fiction and ambiguity that have enabled Taiwan to triumph over its geography. By pretending that one day it might reunite with China, Taiwan has kept China at bay, ensured continued U.S. military support and bought itself time to build up an economy so dynamic — the 12th-largest in the world — that it now has critical leverage over China. Taiwanese own 40,000 businesses around the mainland, making Taiwan the most important foreign investor in China today.

It was also reckless because Lee's effort to eliminate the ambiguity in Taiwan-China relations was not part of any apparent, considered strategic reassessment, let alone coordination with the United States. It was simply tossed off in an interview by Lee, primarily to pick up some pro-independence votes in the upcoming Taiwanese presidential elections.

Lastly, it was reckless because the only long-term solution for Taiwan — the only thing that will ensure that its flourishing democracy and free market are never threatened by China — is not if it describes China differently, but only if China actually becomes different, only if China evolves into a more democratic, pluralistic country that will not seek unity with Taiwan by force and that Taiwan itself would find a more attractive partner.

Seeking more time, through more ambiguity, for this evolution should be the centerpiece of Taiwan's strategy. This is no time for provoking clarity. It was little noticed that last week Standard & Poor's Ratings Service downgraded China's government debt and the bonds of nine shaky state-backed Chinese banks. It was the first time that China's official debt has been downgraded since the Tiananmen massacre. S&P cited a slowing Chinese economy and rising unemployment as the main reasons for the downgrade. If China's economy continues to decline, and there is more urban unrest, Beijing could be tempted to deflect internal tensions by attacking Taiwan.

It's interesting that if you go to Silicon Valley today and ask high-tech execs there which country they fear most, many will tell you Taiwan — because it combines entrepreneurial talent with innovative prowess. Taiwan has been recognized by Silicon Valley; it doesn't need to spend billions to be recognized by Suriname. Being recognized by Silicon Valley may not come with embassies and flags, but it conveys real power — a power that makes Taiwan unignorable even if it remains diplomatically unrecognizable.

What will make Taiwan diplomatically recognizable is a change in China. Not only is that change in process, but Taiwan has a huge role to play in nurturing it. The only thing Taiwan needs is time, and the key to buying time is not clarity about its relations with China, but ambiguity. Ambiguity is what bought time for Taiwan to make itself unignorable, and more ambiguity is what will buy it the time to make itself fully recognizable. Forcing clarity now is reckless and stupid for Taiwan. It will buy Taiwan nothing but trouble.

• New York Times News Service

Real Women, Real Clothes
Full Load

MORE NEWS

Goss sees no disciplinary need on China bombing

China, U.S. Hope To Mend Fences

China Executes at Least 71 in a Day

Bomb Injures 50 on Chinese Bus

Blast kills bus passengers in China

High-class Chinese sperm bank proves controversial

China launches one billion yuan technology fund

China Seeks Smart Sperm Donors

China hails World Bank loan, welcomes scrutiny

Contested China Loan Approved By World Bank

We Recommend

More sites about Asia from AOL NetFind.

Get facts and figures about China from the CIA World Factbook.

Read a complete history on China from the Library of Congress.

Get U.S. State Department background notes on China.

Find 10-day forecasts for 66 cities in China on My News.

News Home : Latest News Stories : Int'l : Asia : China

China Executes at Least 71 in a Day

The Associated Press
Friday, June 25 1999 12:52 PM EDT

BEIJING (AP) - Firing squads put at least 71 people to death for drug trafficking Friday in China's annual barrage of executions to mark U.N. anti-drug day, state media reported.

In all, at least 98 people have been executed or sentenced to death nationwide in recent days ahead of Saturday's International Day Against Drug Abuse and Illicit Trafficking, according to state media reports.

The U.N. High Commissioner for Human Rights opposes the death penalty and has called for an end to executions worldwide.

Twenty-eight traffickers were executed Friday in the southern provincial capital of Guangzhou, near Hong Kong, after their sentences were announced at public rallies attended by nearly 7,000 people, the state-run Xinhua News Agency said.

They included Qu Yongcai, who manufactured 2,085 pounds of the amphetamine ``ice.'' Four others, Chen Shoubo, Dai Tianshi, Chen Guangtong and Chen Mingfa, were executed for selling 14 pounds of heroin, Xinhua said.

It did not name the others who were executed or give details on their cases.

Courts in northern Shaanxi province also executed 12 people Friday for selling and transporting drugs, Xinhua said. Another 14 traffickers were executed in southeastern Fujian province, Xinhua reported.

Shanghai, meanwhile, put to death nine traffickers and destroyed about 660 pounds of drugs seized last year, the most drugs the eastern port city has destroyed at once, Xinhua said.

Eight people also were executed by gunshot Friday for selling, transporting or manufacturing drugs in southern Hunan province, Xinhua said.

CHINA DAILY

Zhang: Tibet matters China's internal affairs

By Huan Xin

CHINA yesterday urged the United States to immediately stop interfering in China's internal affairs by advocating the so-called "World Tibet Day."

"Tibet is an unalienable part of Chinese territory, and Tibetan matters are purely internal affairs of China, in which no foreign country has the right to intervene," Foreign Ministry spokeswoman Zhang Qiyue told a routine news briefing yesterday in Beijing.

A few members of the US House of Representatives, disregarding these facts, tabled a so-called resolution to designate July 10 each year as the "World Tibet Day," according to Zhang.

The Chinese Government hereby expresses its resolute opposition and strong dissatisfaction with the irresponsible remarks of some US congressmen on the Tibet issue, the spokeswoman said.

They should stop doing things that will undermine Sino-US relations, she added.

"The Chinese side urges the US Government to comply with its commitment that Tibet is a part of China, and explicitly oppose the resolution," the spokeswoman said.

Commenting on the resignation of Papua New Guinea's Prime Minister Bill Skate on Wednesday, Zhang said China urged PNG to give priority to the long-standing friendly co-operative relations between the two countries and the friendship between the two peoples.

The spokeswoman reiterated China's position that PNG should immediately correct its erroneous decision of establishing "diplomatic ties" with Taiwan so as to bring the relations between China and PNG back onto the normal track.

Asked to comment on the person selected for the US ambassador to China, Zhang said the US side has not officially notified China of its new appointment.

Several reports said the US Senate is discussing the appointment of Joseph Prueher, former commander in chief of the US forces in the Pacific.

CHINA DAILY

TO THE POINT

Japan must face history

JAPAN'S Prime Minister Keizo Obuchi's ongoing visit to China will be another important event between the two countries after Chinese President Jiang Zemin's official visit to Japan last November.

Obuchi has expressed an aspiration to sidestep sticky issues of the past and present and open a new page in bilateral relations.

Past incidents have haunted relations for decades and fetter their future growth. But sidestepping is not the right approach to remove the obstacle.

The persistent Chinese appeal for Japan to face up to history is not meant to give Japan a permanent sense of guilt.

From the depth of their hearts, the Chinese public and government want lasting, neighbourly ties with their Japanese counterparts.

Conflicts and confrontations are against their fundamental interests.

The Japanese authorities have also been calling for mutual confidence and friendship between the two sides.

But what is the basis of such confidence? Can we trust a government that stubbornly refuses even to squarely face its country's past wrongs?

Over the years, the Japanese side has disregarded a request for a formal and official Japanese apology.

The long-awaited apology itself is not as important in a certain sense. But it would be a symbol of the sincerity of the Japanese in the eyes of the average Chinese.

But, instead of building confidence, recent Japanese conduct merely adds to the worries of the Chinese public.

The Japanese authorities' latest moves to enhance US-Japan military alliance cannot be explained away lightly as irrelevant to China. Japan's irresponsible actions have also raised vigilance against it in the entire Asia-Pacific Region.

Instead of serious soul-searching, Japan points a finger at others. The so-called North Ko[illegible] fence guidelines.

B[illegible] Japan and the United States declared joint efforts to develop the Theatre Missile Defence system and kept stirring up security concerns in Asia, why should North Korea not attempt to protect itself with missiles?

Actually, plans between Japan and the United States to build a safety net against perceived North Korea missile attacks have driven a wedge into the security of Asia-Pacific Region.

Japanese officials say their alliance with the United States was forged for a possible Asian crisis. But what exactly is the Asian crisis?

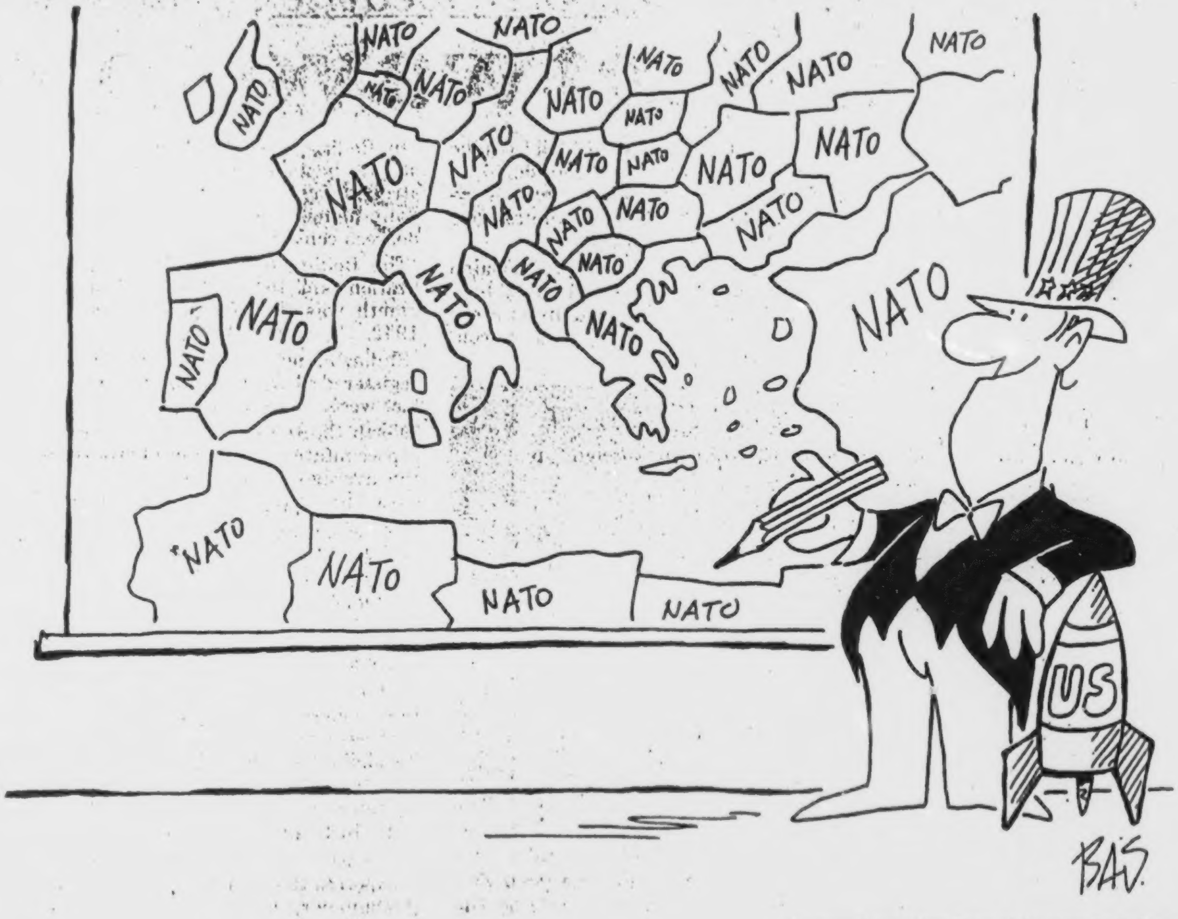
The Japanese endeavour to drag the United States, a big power who has been focusing on "humanitarian intervention" but actually created humanitarian disasters everywhere, into the Asia-Pacific Region would only destabilize the regional situation.

Including Taiwan, a Chinese territory, in the US-Japan security alliance is tantamount to creating a new potential crisis in this region.

Repeated ups and downs in Sino-Japanese relations over the past decades convince us that the well-being of the ties rests on how the two sides deal with their past.

They must first learn to face history so as to relieve themselves from the shadow of the past while preventing themselves from indulging in discords over things more than half a century ago. (Jin Zeqing)

OPINION **CHINA DAILY**


NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
NATO
US
BAS.

Courtesy of Journalists' Union of the Athens Daily Newspapers

CHINA DAILY

Taiwan restated

THE Chinese National People's Congress (NPC) yesterday expressed its strong condemnation and opposition to recent anti-China actions by the United States concerning the Taiwan issue.

An official in charge of the NPC Foreign Affairs Committee was commenting on anti-China amendments to the US National Defence Appropriations Act and on the Taiwan Security Enhancement Act proposed by the US Congress.

A small group of members of the US House of Representatives and Senate have continually attempted to stir anti-China sentiment by strongly advocating increased arms sales to Taiwan under the pretext of the so-called Chinese communist military threat.

On June 8, the Senate passed an amendment to the National Defence Appropriations Act for fiscal year 2000, proposed by Trent Lott, majority leader of the US Senate.

This amendment openly claimed to "review and evaluate" all gaps in relevant knowledge about the current and future military balance between the Chinese mainland and Taiwan, as well as the US Defence Department's implementation of relevant sections of the Taiwan Relations Act.

The US side has continued arms sales to Taiwan in total disregard of the "August 17 Communique" issued jointly by China and the US, in which the US committed itself to gradually reducing and finally halting arms sales to Taiwan.

US arms sales to Taiwan have, in fact, increased in terms of both quantity and quality.

In addition, some US congressmen are advocating Taiwan's inclusion in the Theatre Missile Defence (TMD) system.

The US congressmen's purpose was to create a legal basis for selling advanced arms, including the TMD System, to Taiwan while reinforcing military co-operation, the official pointed out.

They took the move to support and protect the separatist activities of some political factions in Taiwan, create tension and damage relations between the two sides across the Taiwan Straits and obstruct China's reunification cause.

These actions totally violated the principles enshrined in the three Sino-US joint communiques, especially the "August 17 Communique."

The actions will not only pose a severe threat to China's security, but will also damage peace and stability of the Asia-Pacific region as a whole, the official said.

The perverse moves of some US legislators constitute a grave provocation to Chinese sovereignty and gross interference in China's internal affairs.

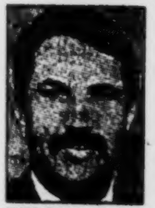
The NPC strongly demands the US Congress take Sino-US relations into full account, abide by the principles enshrined in the three joint communiques and take steps to stop the conspiracy that will damage bilateral relations and prevent further deterioration in Sino-US relations which have already encountered many trials and hardships.

(Xinhua)

BEST COPY AVAILABLE

COURIER-JOURNAL

CHINA'S QUANTUM LEAP FORWARD



THOMAS L. FRIEDMAN

SHANGHAI — Visiting Shanghai is always a useful reminder of how frozen perceptions of China are in America today, and how far reality has moved here. To listen to some of the talk in Congress, one would think that nothing has changed in China since Tiananmen Square. To talk to Chinese is to understand that a "New Deal" has been forged in the past decade between the Chinese Communist Party and the Chinese people. It is a messy, cynical, pragmatic deal, but it is the central political reality of China today, and it explains why America is winning here, not losing.

While Tiananmen marked the end of the student-led democracy movement in China, it also marked the end of the Chinese Communist dictatorship as we knew it. While China's leaders may have feigned indifference to the outside world, it's clear now that they realized that they almost lost it all in 1989, and that they needed a new bargain with their people in order to survive.

That new deal is as follows: We the Communist Party will remove ourselves from people's lives as never before. You can work where you want, live where you want, wear what you want, study abroad if you want, get from the Internet most of what you want, and start a business if you want. In return, the Party will insist on only two things — that you dare not challenge its authority and that you have only one child.

This new deal, and the flourishing of personal freedoms it delivered, helps explain some of the internal stability of the past decade. In 1989, many Chinese who took to the streets at Tiananmen, or passively supported it, came from homes with a bare light bulb swinging from the ceiling, no TV, no phone, one Mao outfit and no prospects to improve their lives. That is not the case today.

> "While Tiananmen marked the end of the student-led democracy movement in China, it also marked the end of the Chinese Communist dictatorship as we knew it."

I participated in a seminar at Shanghai's Fudan University, and was particularly struck by one professor who said: "We need a country in the world, like America, that has a dream to be perfect. And when America is telling China that it is violating basic human rights, we should admit that we have human rights problems. But today's China is better than yesterday's China. We have a way to improve. We feel our lives are better today, and we are not wrong."

The combination of rising incomes, rising opportunities and greater personal freedom has enabled the Communist Party to rule not only by repression, but with the passive assent of China's silent majority. The party has bought itself some time.

But how much?

That will depend in part on the government's ability to keep incomes and opportunities rising. If it stumbles, it is going to have to share power sooner. But it will also depend on a new factor — the information revolution that is sweeping China. At the university and elite levels, the Internet is now pervasive, and at the mass level there has been an entertainment revolution in the past two years, with the spread of cheap video compact-disk players. Virtually every Hollywood film has been pirated here, and they are now being viewed everywhere in China. As a result, the gap between the Communist Party and the rest of China is now growing wider and wider. The party is frozen, and the country is running away from it.

Graham Earnshaw, who runs a booming Shanghai business designing Web pages, has been in China for more than 20 years. He remarked to me: "I was recently out visiting the Hope Group, which is a major grain company and the largest private company in China. I was meeting with the chairman, and there were two other people sitting there. I asked him about the company's relationship with the Communist Party. He pointed to the two guys sitting there and said, 'They are both Communist Party members, and my aim is to make them millionaires in two years.' "

No one knows how the political transition is going to happen here. But I do know that everything from American contract law to accounting standards to cultural messages is now winning here more each day. We should keep hammering China on human rights and international norms. The Chinese leadership needs to hear that. But what is driving change here is the educational, commercial, entertainment and Internet interactions between millions of Chinese and the outside world, and that must never be aborted.

In Russia, the Communist Party tried to privatize Russian society, and it failed. In China — if we are lucky — the Chinese people will privatize the Communist Party.

• New York Times News Service

Political

China acts to overturn ruling in Hong Kong

Immigration decision protested as threat to courts' autonomy

By MARK LANDLER
The New York Times

HONG KONG — In a move that has profound implications for Hong Kong's legal system, China yesterday overturned, in effect, a local court ruling that granted residency to more than 1 million people.

The decision by China's legislature to reinterpret provisions of the Hong Kong constitution that were the basis of the ruling is tantamount to overruling Hong Kong's highest court. And it marks Beijing's most overt intervention in the affairs of the former British colony since it reverted to Chinese rule in 1997.

While widely expected, the move elicited a torrent of protest from lawyers and pro-democracy politicians in Hong Kong. They said it would jeopardize the rule of law and the high degree of autonomy Hong Kong was promised.

In a terse statement issued by the Standing Committee of the National People's Congress, Beijing declared that Hong Kong's Court of Final Appeal had erred in its landmark ruling which granted any mainland Chinese with one Hong Kong parent the right to live in Hong Kong — even if the parent obtained residency rights after the child was born.

"THE DECISION of the Court of Final Appeal is not consistent with the Basic Law," said the official New China News Agency, referring to the Beijing-drafted constitution that governs Hong Kong.

Beijing's decree brings to an end a five-month drama that pitted Hong Kong's British-style legal system against China's.

The dispute laid bare the deep ambivalence that Hong Kong people feel toward their mainland brethren. And it forced the independent-minded enclave to face the reality that — whatever the niceties of the Sino-British agreement known as "one country, two systems" — Hong Kong is now part of a single country that will not

ern," said Margaret Ng, a lawyer and member of the legislature here. "It sanctions political intervention in the judicial system in Hong Kong. It ushers in a whole culture of mainland political figures criticizing and putting pressure on Hong Kong courts."

Dozens of protesters crowded around the government headquarters yesterday afternoon to protest the action. Several carried a huge banner that said, "Tung Chee-hwa ruins the rule of law, ruins Hong Kong." Tung, a shipping magnate, is the chief executive of the territory. •

CRITICS TRAINED most of their fire on Tung rather than Beijing. He asked the Chinese government to act because of fears that the court decision would have inundated the city with mainland immigrants.

Beijing's action also provoked concern from the United States, which has kept a low profile on Hong Kong affairs since the hand-over.

"The issue is whether the common-law system in Hong Kong will maintain its integrity," said Richard Boucher, the U.S. consul general. "Our concern is that reinterpretation could become too easy a precedent. It could undermine future cases and influence future behavior."

Tung denied that Hong Kong's legal system had been undermined. While he said he had been reluctant to ask Beijing to insert itself in Hong Kong's affairs, he did not rule out doing so again.

"What I want to emphasize is that we have taken this course of action because there were really no other alternatives, and it is not something we would want to do in the future, if we can help it," Tung said.

Hong Kong's drama began last January when its court extended residency rights to mainland Chinese children who had a parent who was a Hong Kong resident, regardless of whether the residency came before or after the child's birth. That sweeping language threw open the doors to an estimated 1.6 million mainland Chinese.

THE COURT managed to upset people on both sides of the border. Mainland officials objected because they said the court was trying to usurp the authority of China's legislature. Because the ruling involved the movement of Chinese citizens between the mainland and Hong Kong, Beijing said the court should have referred the case to the National People's Congress.

Hong Kong's government, meanwhile, warned that the newcomers would swamp this city of 6.8 million, swelling unemployment, jamming schools and hospitals and blighting the environment. Hong Kong estimated the influx would cost $91 billion in additional capital spending.

With anti-immigrant sentiment running high, Hong Kong last month asked Beijing to invoke the rarely used device of reinterpreting the Basic Law. Yesterday the Chinese legislature responded by limiting the right of residency to mainland children whose parents were residents at the time of their birth.

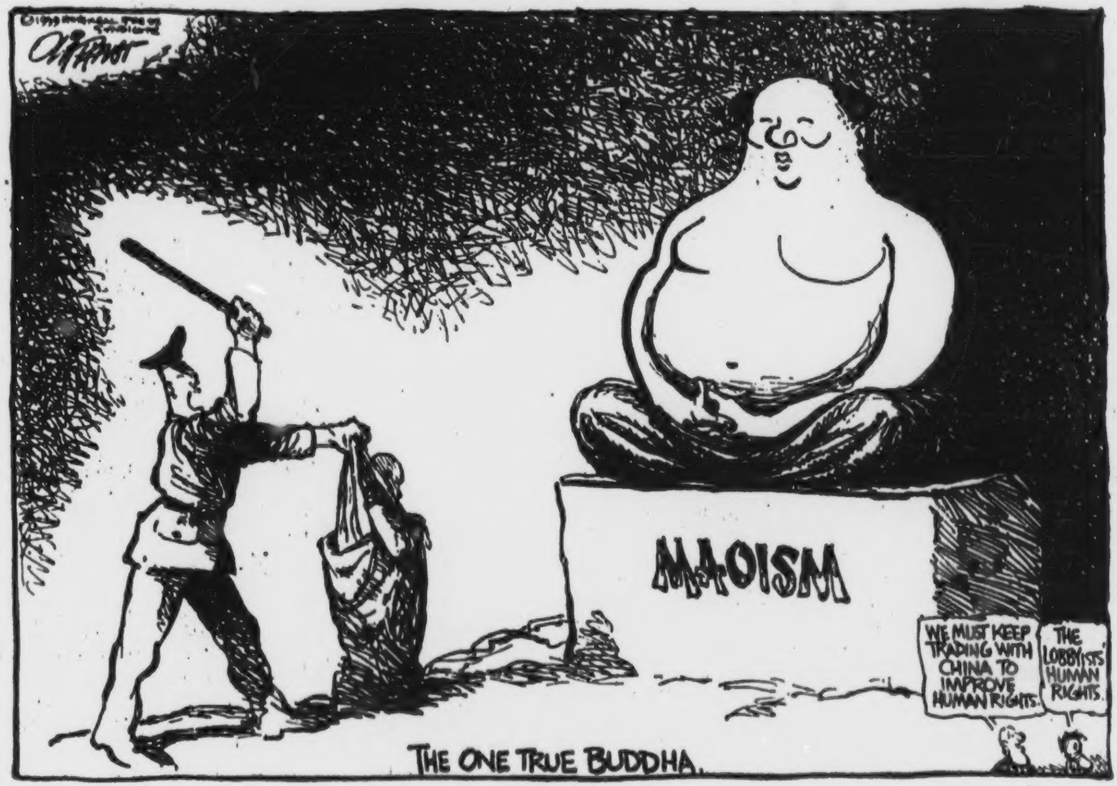
Officials estimated that this would reduce the eligible immigrants from 1.6 million to fewer than 200,000.

IGS

er hundred
, treating
very sphere
civil rights
inges. And
n's rights,
suffrage
Century,

different
ves great
he estab-
of rights,
se rights
rdless of
l origin.
phant in
is world
ld follow

ruled by
onfucian
obeying
fathers"
ts of its
s. It was
last feu-
thrown,
en up to
s.
n't have
. What
nds is
ars ago,
ge of a
tank.
lack of
na? No
ssion of
protest
iption
ir


©1999 UNIVERSAL PRESS SYNDICATE
OLIPHANT
MAOISM
WE MUST KEEP TRADING WITH CHINA TO IMPROVE HUMAN RIGHTS.
THE LOBBYISTS' HUMAN RIGHTS.

THE ONE TRUE BUDDHA.

PAT OLIPHANT, UNIVERSAL PRESS SYNDICATE

KASICH: THE GOP'S 'HAPPY WARRIOR

WASHINGTON

setback since he lost a
dent body president
, his enthusiasm
is undiminished.
defy the
it that

thought could regain the White
House for them, no one else
really had a chance.

But that does not mean
a wasted effort. I
last week

gue

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Courier-Journal

BEST COPY AVAILABLE

488

Effort to punish Beijing defeated in House vote

From Washington Post
and AP Dispatches

WASHINGTON — The House approved President Clinton's one-year extension of normal trade with China yesterday, overcoming complaints that the Chinese government abuses its own citizens and spies on America.

The annual debate over the future of U.S.-Chinese trade policy ended with lawmakers voting 260-170 to defeat a resolution to overturn the one-year trade extension announced by Clinton on June 3.

The trade status "promotes China's integration into the global economy, which in turn strengthens market-oriented reformers within China," Clinton said in a statement welcoming the House vote.

Annual votes on trade with China are required under 1974 trade legislation that used such votes to keep pressure on communist regimes to relax their emigration policies. Pro-trade forces usually have prevailed.

BUT TWO months ago, when a House committee issued a report documenting allegations of Chinese espionage at U.S. nuclear weapons laboratories, many lawmakers figured Congress might punish China on trade.

But Republican outrage quickly turned to lax security at U.S. nuclear labs, especially to what critics described as the Clinton administration's too-little, too-late response to early signs of trouble.

"The Chinese were doing their job; we should be doing ours," said Rep. David Dreier, R-Calif. "This is not to excuse China, but rather to condemn the lack of scrutiny by this administration."

Since 1980 no Congress has succeeded in rejecting a president's decision to extend what was formerly called most-favored-nation status, which gives China the same low tariffs enjoyed by other U.S. trading partners.

HOUSE OPPONENTS of business-as-usual with China picked up four votes from last year, a reflection of the growing perception that China, accused of stealing nuclear weapons secrets and trying to buy influence in U.S. elections, is a threat to U.S. interests.

The "gangster-like rulers" in Beijing are building up huge trade surpluses with the United States while aiming missiles at U.S. cities, said Rep. Dana Rohrabacher, R-Calif, who said the Chinese are committed to destroying the United States.

But Robert Matsui, D-Calif., warned that "over the next 20 or 30 years China will become one of the most dangerous players in the world if we begin to try to isolate them."

Going beyond party lines, the China vote pits conservatives and liberals who contend that China's practices on human rights and weapons proliferation disqualify it from normal trade status against free traders and internationalists who say the United States must engage, rather than isolate, China.

LABOR AND conservative groups such as the Family Research Council condemned normal trade while business groups worked for its continuation. Nearly 200,000 jobs and $16 billion in exports depend on trade with China, the U.S. Chamber of Commerce said.

Those who say that the policy of engagement has failed to deter human-rights violations in China referred to the recent Chinese crackdown on the Falun Gong meditation group, which it accuses of trying to develop political power. About 100 Falun Gong followers sat quietly on the Capitol grounds yesterday, continuing a week-long protest against the arrests of sect members in China

ASSOCIATED PRESS

A vendor selling towels featuring American icons like Mickey Mouse waited for customers in his Beijing stall yesterday. The towels are priced at 26 yuan ($3.14) each.

THE VOTE

Here's how Kentucky's delegation in the U.S. House voted on a motion to overturn President Clinton's decision to extend normal trade status to China for another year:

Whitfield (R-1st)	Against
Lewis (R-2nd)	Against
Northup (R-3rd)	Against
Lucas (D-4th)	Against
Rogers (R-5th)	For
Fletcher (R-6th)	Against

Here's how Southern Indiana's delegation voted:

Hostettler (R-8th)	For
Hill (D-9th)	Against

THE ISSUES

SPYING: Two mont ago, a House committee presented allegations that Chin obtained secret information about U.S nuclear warheads, including the miniatu W-88 warhead used Trident sub-based missiles, the W-87 warhead used on Peacekeeper intercontinental missi and the "neutron bomb" warhead, no longer deployed by U.S. forces

TAIWAN: In early Ju Taiwanese President Lee Teng-hui announced that he wants China to star treating Taiwan as an equal, not as a renegade province, in talks between the two. The Beijing governme responded angrily to this abandonment of the long-standing diplomatic convention known as the "one China" policy and has refused to rule out the use of force if Taiwan makes further moves toward asserting forma independence from th mainland.

EMBASSY BOMBING: NATO bombed the Chinese Embassy in Yugoslavia on May 7, killing three Chinese. Beijing said the attack was intentional and suspended talks on human rights and security issues.

TRADE SURPLUS: Last year, China posted a $57 billion trade surplus with the United States, second only to Japan's $64 billion surplus.

HUMAN RIGHTS: China has not heeded calls to respect human rights. Just this week, Chinese authorities detained about 1,200 government officials who are members of Falun Gong, a spiritual movement that was officially outlawed last week. Yesterday, the State Department urged Chinese authorities not to punish the members.

BOXING UP YOUR CHINA

Grade Level: 2-6 (can be adapted for other grades)
Presenter - Mimi Norton, 2nd grade teacher, Solano School, Phoenix, AZ

Length of Time - approximately two weeks

I. ABSTRACT

Respect for other cultures is critical as more and more schools experience an influx of children from other cultures in U.S. classrooms. Students should have exposure to mainstream cultures and world populations. The primary grades are a fertile environment for planting the seeds of acceptance and tolerance. learning about the issues, expressing viewpoints and formulating questions regarding cultures outside the child's local setting.

II. OVERVIEW

A. Students will identify the geography of China.
B. Students will recognize historical sites in China.
C. Students will recognize five themes of geography in works of art.
D. Students will compile their knowledge about the geography of China in a pizza box.

*This unit is part of a six-week unit on China that incorporates all of the facets of culture listed on the form at the end of the PASSAROUND section.

III. RESOURCES

Although these resources were not necessarily used in this unit, they can be used for teaching other aspects of China.

Allen, Carole. China, Past, Present and Future. Good Apple.

Anderson, J. K. Tales of Great Dragons.

Barr, Marilynn G. International Spring and Summer Festivals. Good Apple, 1995. (pp. 49-55)

Barr, Marilynn G. Patterns for World Cultures. Monday Morning, 1995. (pp. 81-92)

Behind the Wall of China. Young Discovery Library.

Bender, Lionel. Invention Eyewitness Books. Alfred A. Knopf, 1991.

Coloring Book of Ancient China. Bellerophon

Darling, Kathy. Holiday Hoopla: Multicultural Celebrations. Evan-Moor. (pp. 5-7, 9, 93-94)

Everix, Nancy. Windows to the World. Good Apple, 1984.

Fisher, Leonard Everett. The Great Wall of China. Macmillan, 1986.

Franco, Betsy. China, A Literature-Based Multicultural Unit. Evan-Moor.

Hirsch, E.D. What Your Second Grader Needs to Know. Doubleday. 1991

International Children. Teachers Friend Publications. (pp. 82-86)

Jade Gardens, Ancient to Modern China. Zephyr Learning Packet

Jasmine, Julia. Multicultural Holidays. Teacher Created Materials, 1994.

Johnson, Sylvia. Silkworms. Lerner Publishing, 1982.

Journey Through China. Steele, Philip. Troll Associates.

Lieerman, Tanya. Storybooks Teach About World Cultures. Monday Morning, 1995. (p. 12)

Learning Journeys. The Monkey Sisters, Inc.

Long is a Dragon: Chinese Writing for Children. Berkeley, CA: Pacific View Press, 1991.

Mason, Sally. Take a Trip to China. Franklin Watts, 1981.

The Monkey Sisters, Inc. Learning Journeys.

Robins, Deri. Kids Around the World Cookbook. Kingfisher, 1994.

Rowe, Julian and Peggy Burns. Language and Writing Legacies. Thomson Learning, 1995, (pp. 38-43)

Teague, Ken. Growing Up in Ancient China. Troll Associates, 1993. (p. 30 - steps for the production of silk)

A Trip Around the World. Carson-Dellosa. (pp. 67-75)

Waterlow, Julia. The Ancient Chinese, Look Into the Past. Thomson Learning.

Wilkinson, Philip and Jacqueline Dineen. People Who Changed the World. Chelsea House Publishers, 1994.

Yungmei, Tang. China, Here We Come. Putnam's Sons, 1981.

"Journey Into China." National Geographic, 1982.

B. Children's Resources and Readings on China:

Armstrong, Jennifer. Chin Yu Min and the Ginger Cat. Crown Publishers.

Demi. A Chinese Zoo: Fables and Proverbs. Harcourt Brace Jovanovich, 1987.

Demi. Dragon Kites and Dragonflies. Harcourt Brace Jovanovich,

Demi. Liang and the Magic Paintbrush. Holt, Rinehart and Winston, 1980.

Demi. The Empty Pot. Henry Holt & Co, 1990.

Demi. The Magic Boat. Henry Holt & Co, 1990.

Demi. The Magic Tapestry. Henry Holt & Co, 1994.

Demi. Under the Shade of the Mulberry Tree. Prentice-Hall, 1979.

Flack, Marjory. The Story About Ping. Weston Woods, 1933.

Fyson, Nance Lui. **A Family in China.**. Lerner Publications, 1985.

Handforth, Thomas. **Mei Li.** Doubleday, 1938.

Heyer, Marilee. The Weaving of a Dream. Viking Kestrel, 1986.

Hong, Lily Toy. **How the Ox Star Fell From Heaven**. Whitman, 1991.

Lattimore, Deborah. The Dragon's Robe. Harper & Row, 1990.

Lawson, Julie. The Dragon's Pearl. Clarion Books, 1993.

Leaf, Margaret. Eyes of the Dragon. Lothrop, Lee & Shepard, 1987.

Lobel, Arnold. Ming Lo Moves the Mountain. Scholastic, 1990.

Louie, Ai-Ling. Yeh-Sheh. Philomel Books, 1982.

Mahy, Margaret. The Seven Chinese Brothers. Scholastic, 1990.

Mosel, Arlene. Tikki Tikki Tembo. Scholastic, 1968.

Pattison, Darcy. **The River Dragon**. Lothrop, Lee & Shepard, 1991.

Pittman, Helena Clare. **A Grain of Rice**. Kampmann & Co. 1986.

Rapport, Doreen. The Journey of Meng. Dial Books, 1991.

San Souci, Robert. The Enchanted Tapestry. Dial Books, 1987.

Tan, Amy. The Moon Lady. Macmillan, 1992.

Wallace, Ian. Chin Chiang and the Dragon's Dance. Atheneum, 1984.

Williams, Jay. Everyone Knows What a Dragon Looks Like. Four Winds, 1976.

Woerkom, Dorothy. The Rat, the Ox and the Zodiac. Crown Publishers, 1976.

Wolkstein, Diane. 8,000 Stones. Doubleday, 1972.

Yacowitz, Caryn. The Jade Stone. Holiday House, 1992.

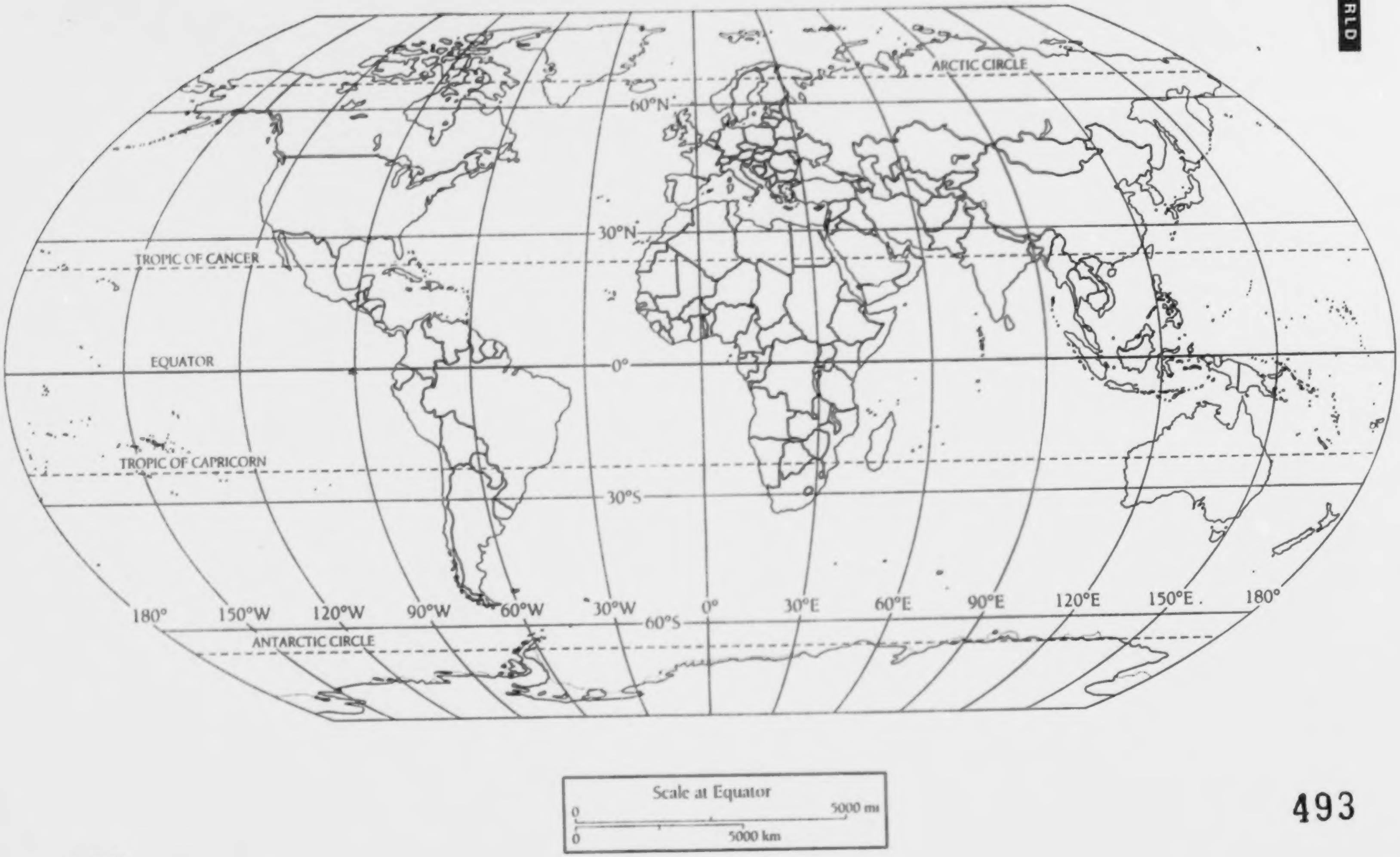
Yep, Laurence. The Shell Woman & the King. Dial Books, 1993.

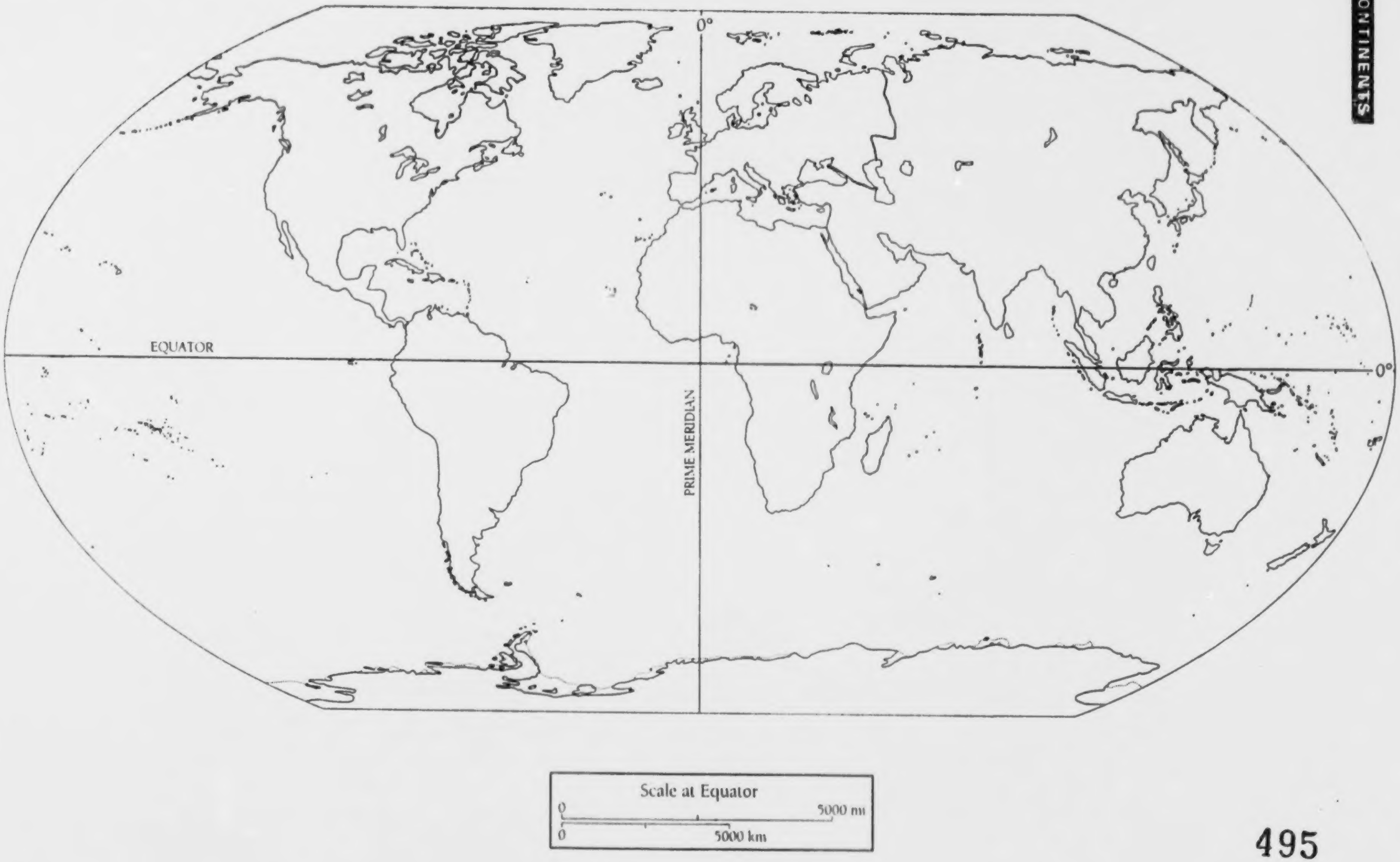
Yolen, Jane. The Emperor and the Kite. Philomel Books, 1988.

Yolen, Jane. The Seeing Stick. Crowell, 1977.

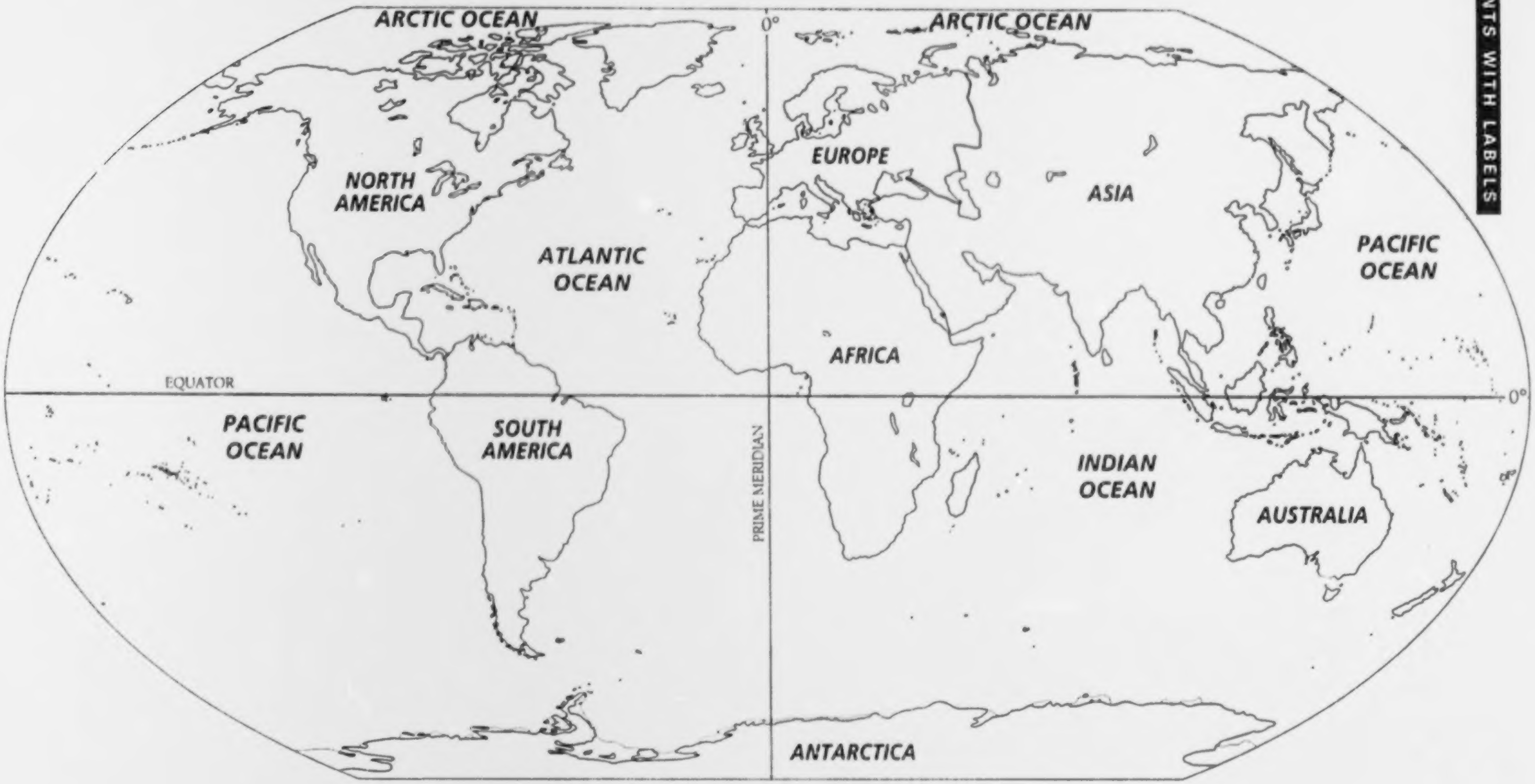
Young, Ed. Lon Po Po. Philomel Books, 1989.

Young, Ed. The Terrible Nung Gwama. Collins/World, 1978.


ARCTIC CIRCLE
60°N
30°N
TROPIC OF CANCER
EQUATOR
0°
TROPIC OF CAPRICORN
30°S
180°
150°W
120°W
90°W
60°W
30°W
0°
30°E
60°E
90°E
120°E
150°E
180°
60°S
ANTARCTIC CIRCLE
Scale at Equator
0
5000 mi
0
5000 km


0°
EQUATOR
PRIME MERIDIAN
0°
Scale at Equator
0
5000 mi
0
5000 km

WORLD CONTINENTS WITH LABELS

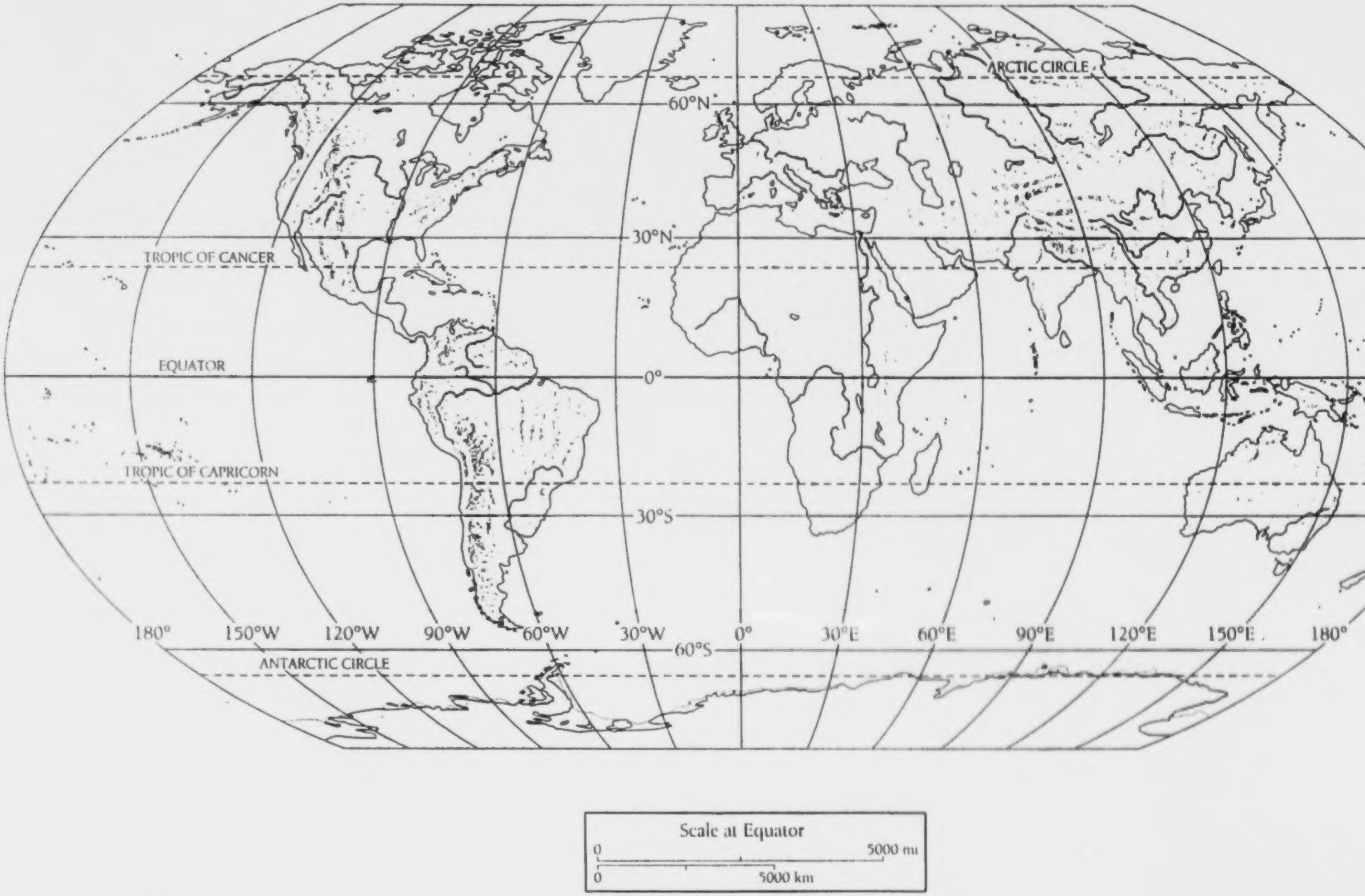

ARCTIC OCEAN
ARCTIC OCEAN
0°
NORTH AMERICA
EUROPE
ASIA
PACIFIC OCEAN
ATLANTIC OCEAN
AFRICA
EQUATOR
0°
PACIFIC OCEAN
SOUTH AMERICA
PRIME MERIDIAN
INDIAN OCEAN
AUSTRALIA
ANTARCTICA

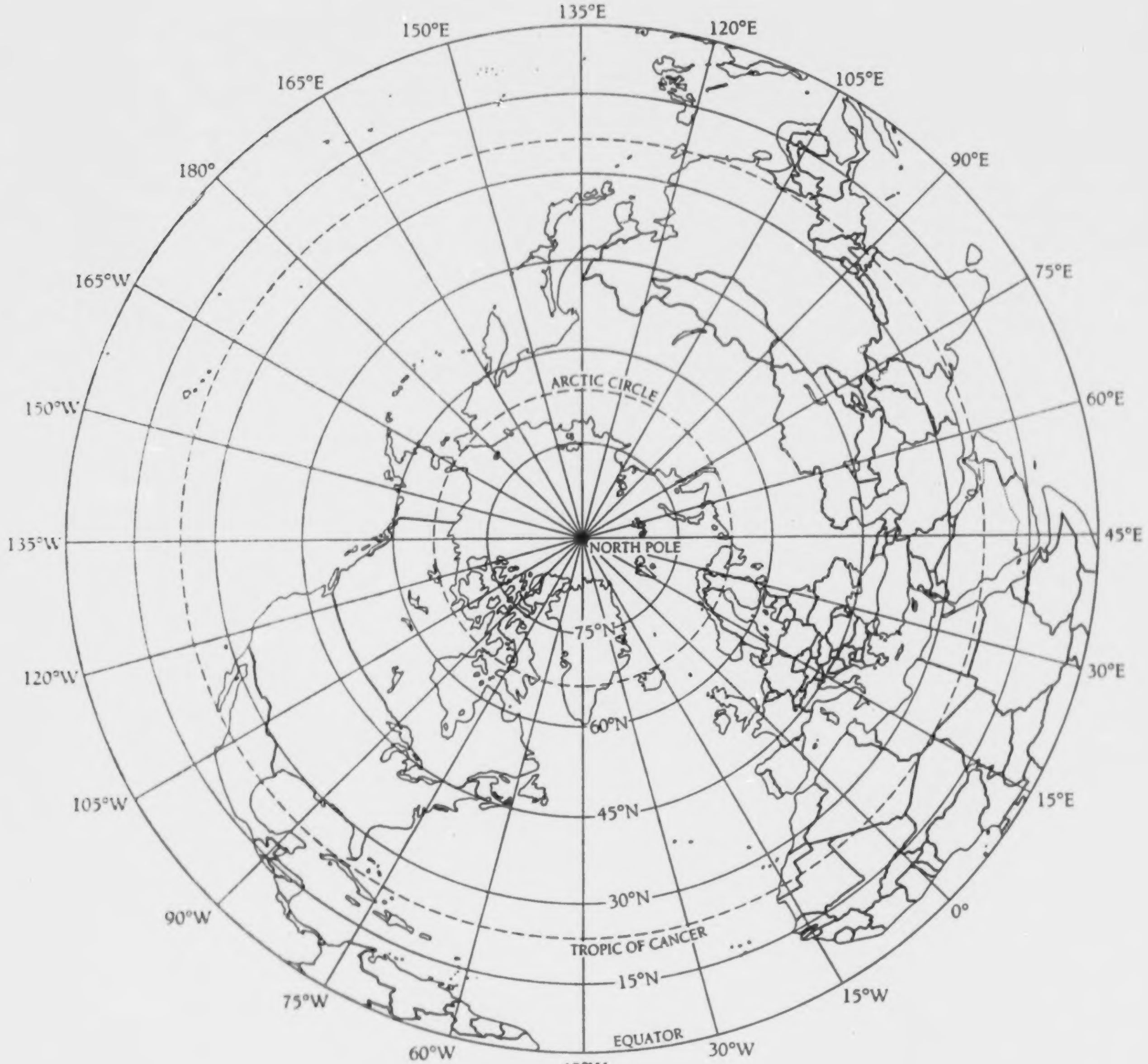
BEST COPY AVAILABLE

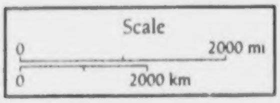
497

496

6

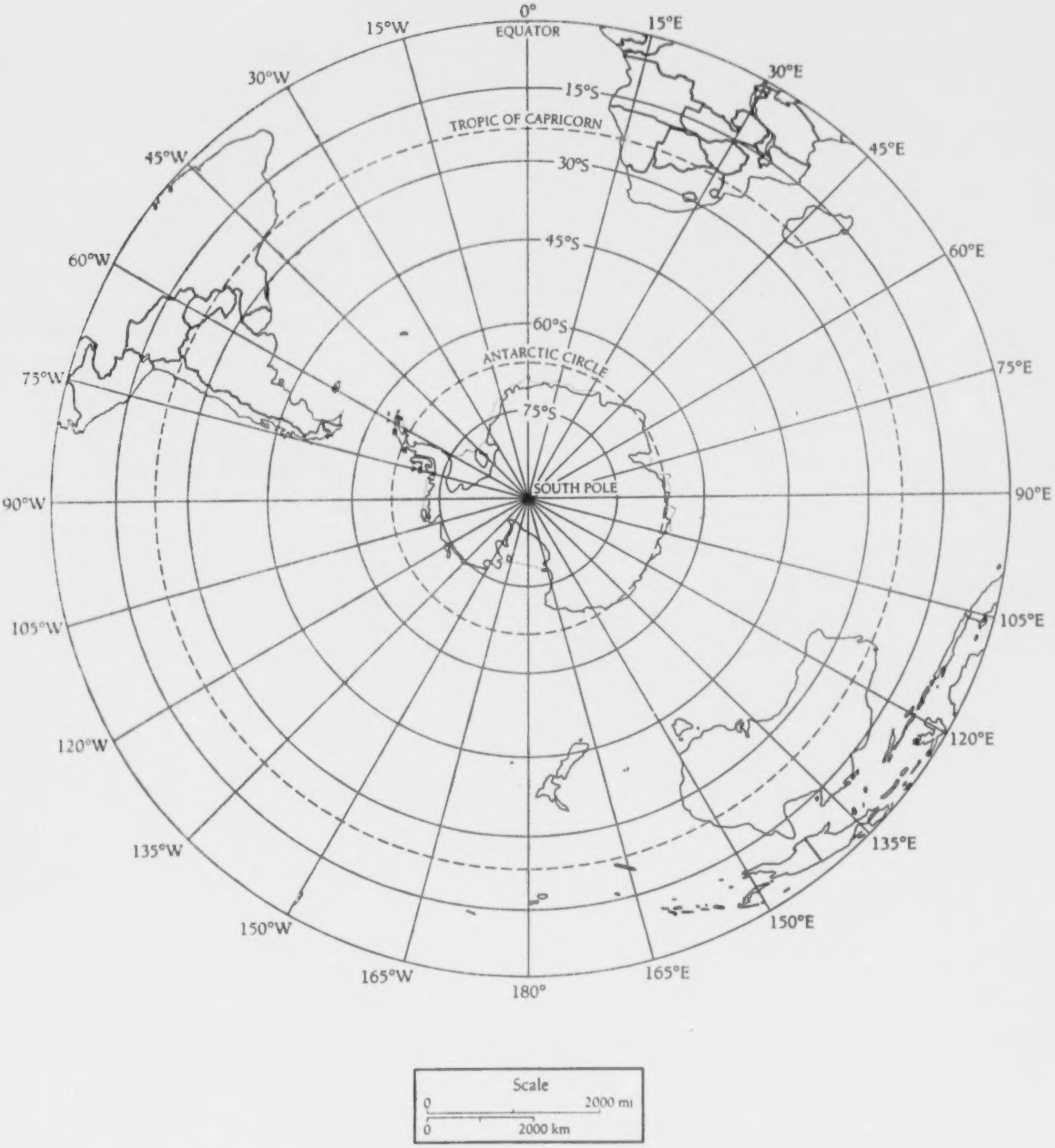

ARCTIC CIRCLE
60°N
30°N
TROPIC OF CANCER
EQUATOR
0°
TROPIC OF CAPRICORN
30°S
180°
150°W
120°W
90°W
60°W
30°W
0°
30°E
60°E
90°E
120°E
150°E
180°
60°S
ANTARCTIC CIRCLE
Scale at Equator
0
5000 mi
0
5000 km


135°E
150°E
120°E
165°E
105°E
180°
90°E
165°W
75°E
150°W
60°E
ARCTIC CIRCLE
135°W
NORTH POLE
45°E
75°N
120°W
30°E
60°N
105°W
45°N
15°E
30°N
90°W
0°
TROPIC OF CANCER
15°N
75°W
15°W
EQUATOR
60°W
30°W
45°W

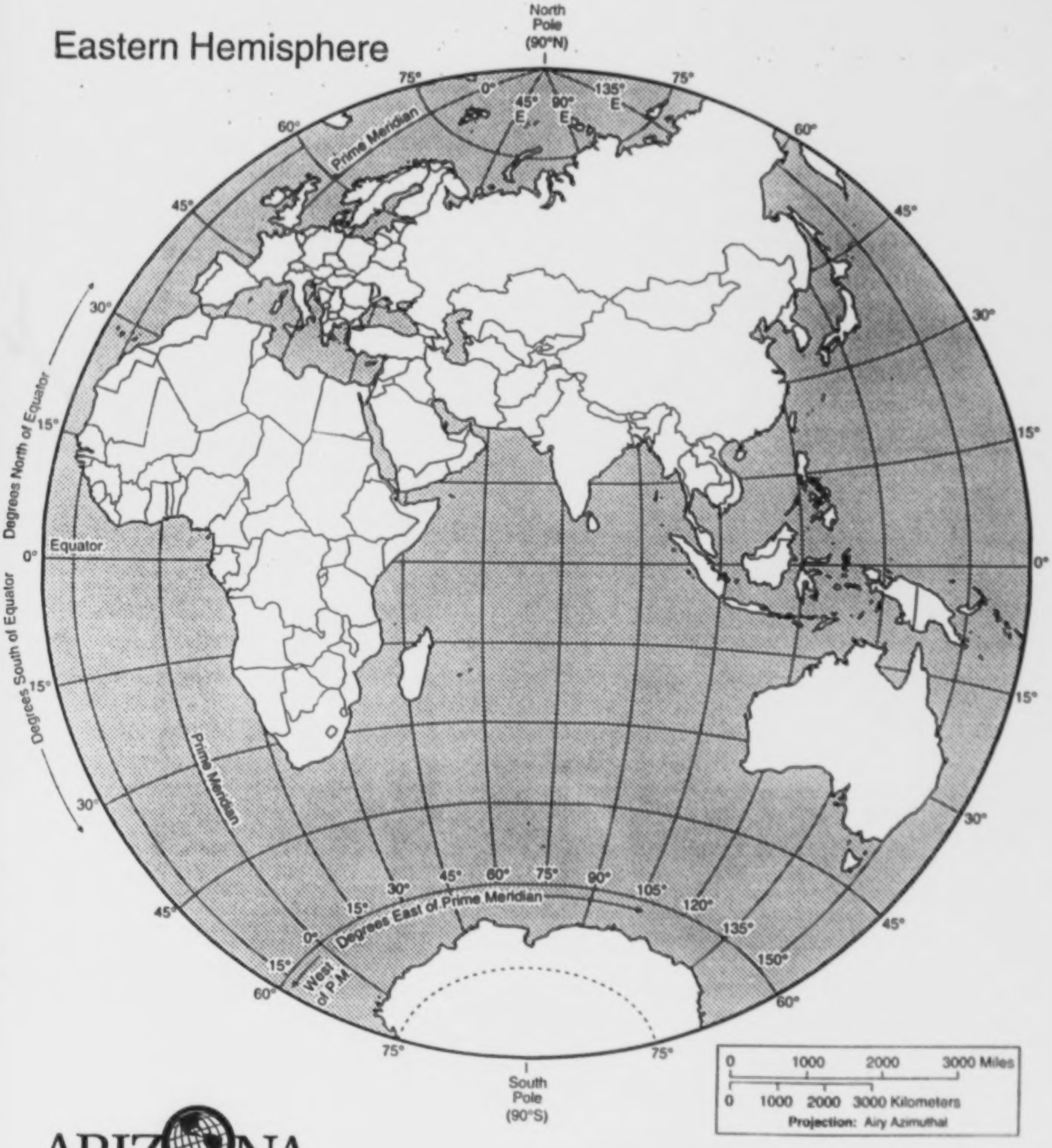

Scale
0
2000 mi
0
2000 km

500

SOUTHERN HEMISPHERE


0°
EQUATOR
15°W
15°E
30°W
30°E
15°S
TROPIC OF CAPRICORN
45°W
45°E
30°S
45°S
60°W
60°E
60°S
ANTARCTIC CIRCLE
75°W
75°E
75°S
SOUTH POLE
90°W
90°E
105°W
105°E
120°W
120°E
135°W
135°E
150°W
150°E
165°W
165°E
180°
Scale
0
2000 mi
0
2000 km

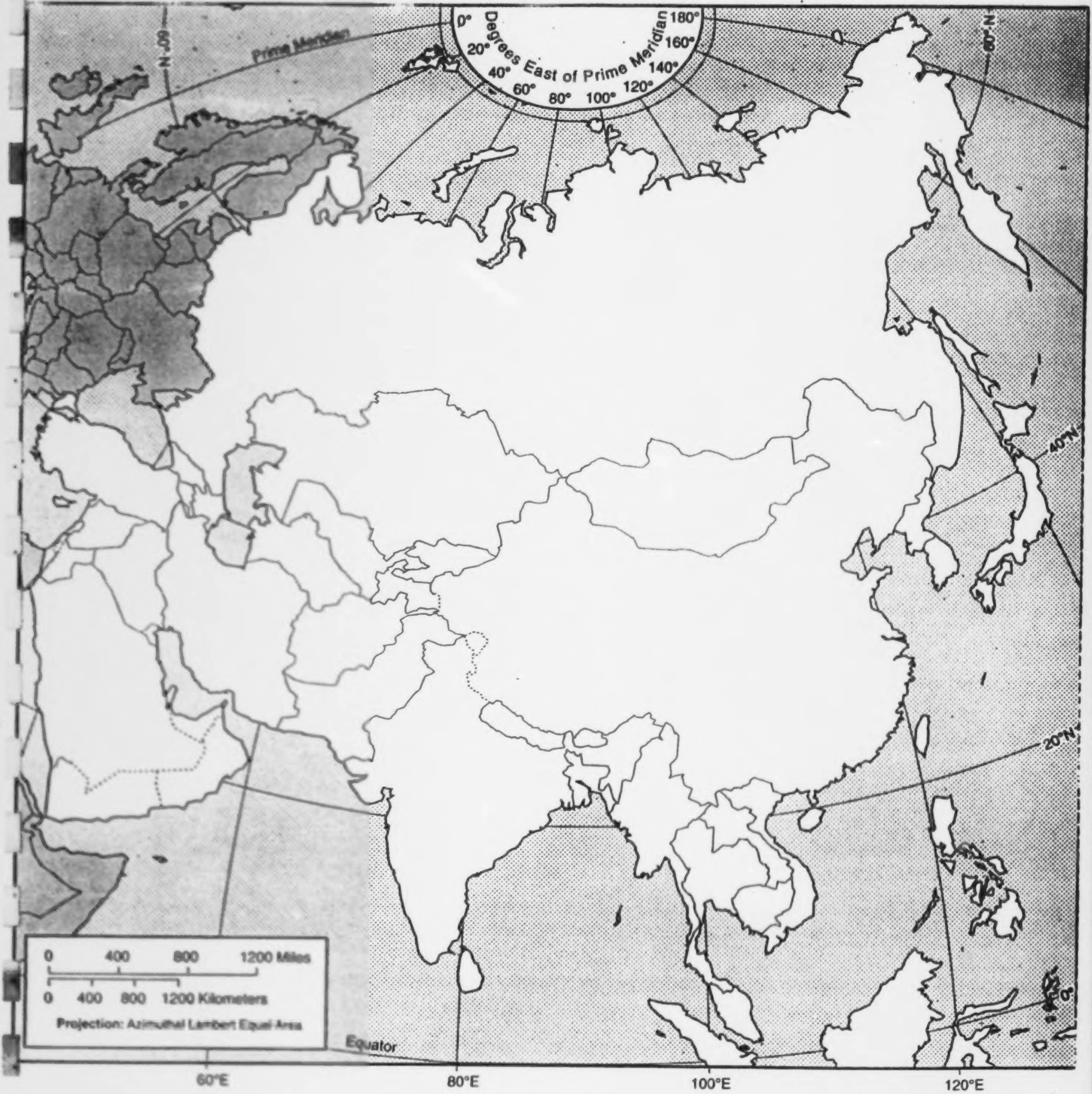
Eastern Hemisphere


North Pole (90°N)
75°
0°
45° E
90° E
135° E
75°
60°
Prime Meridian
60°
45°
45°
30°
30°
Degrees North of Equator
15°
15°
Equator
0°
0°
Degrees South of Equator
15°
15°
Prime Meridian
30°
30°
45°
15°
30°
45°
60°
75°
90°
105°
120°
Degrees East of Prime Meridian
135°
45°
0°
150°
15°
West of P.M.
60°
60°
75°
75°
South Pole (90°S)
0
1000
2000
3000 Miles
0
1000
2000
3000 Kilometers
Projection: Airy Azimuthal

ARIZONA GEOGRAPHIC ALLIANCE

Courtesy: Arizona Geographic Alliance
Department of Geography, Arizona State University
Terry Dorschied

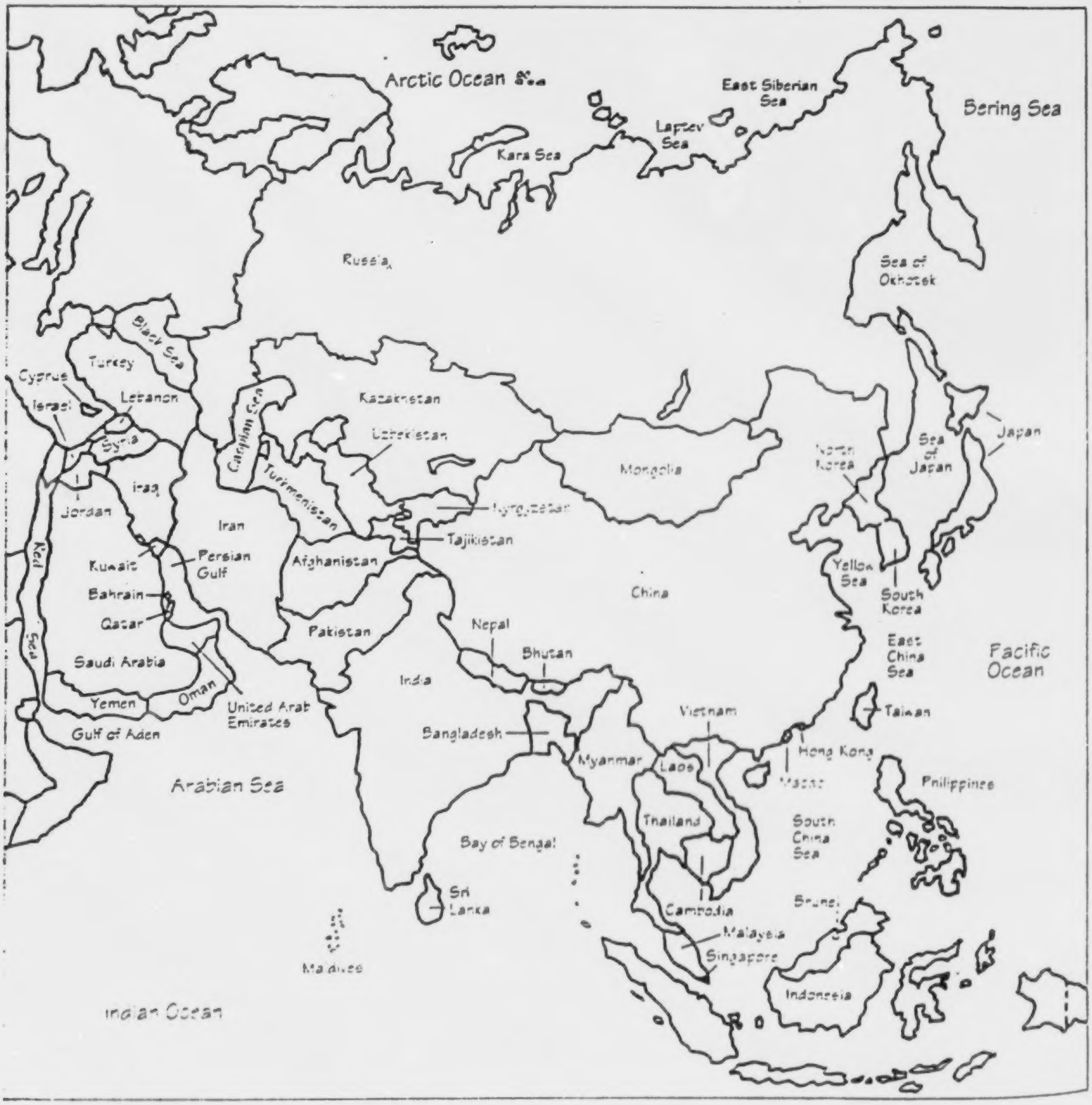
Asia

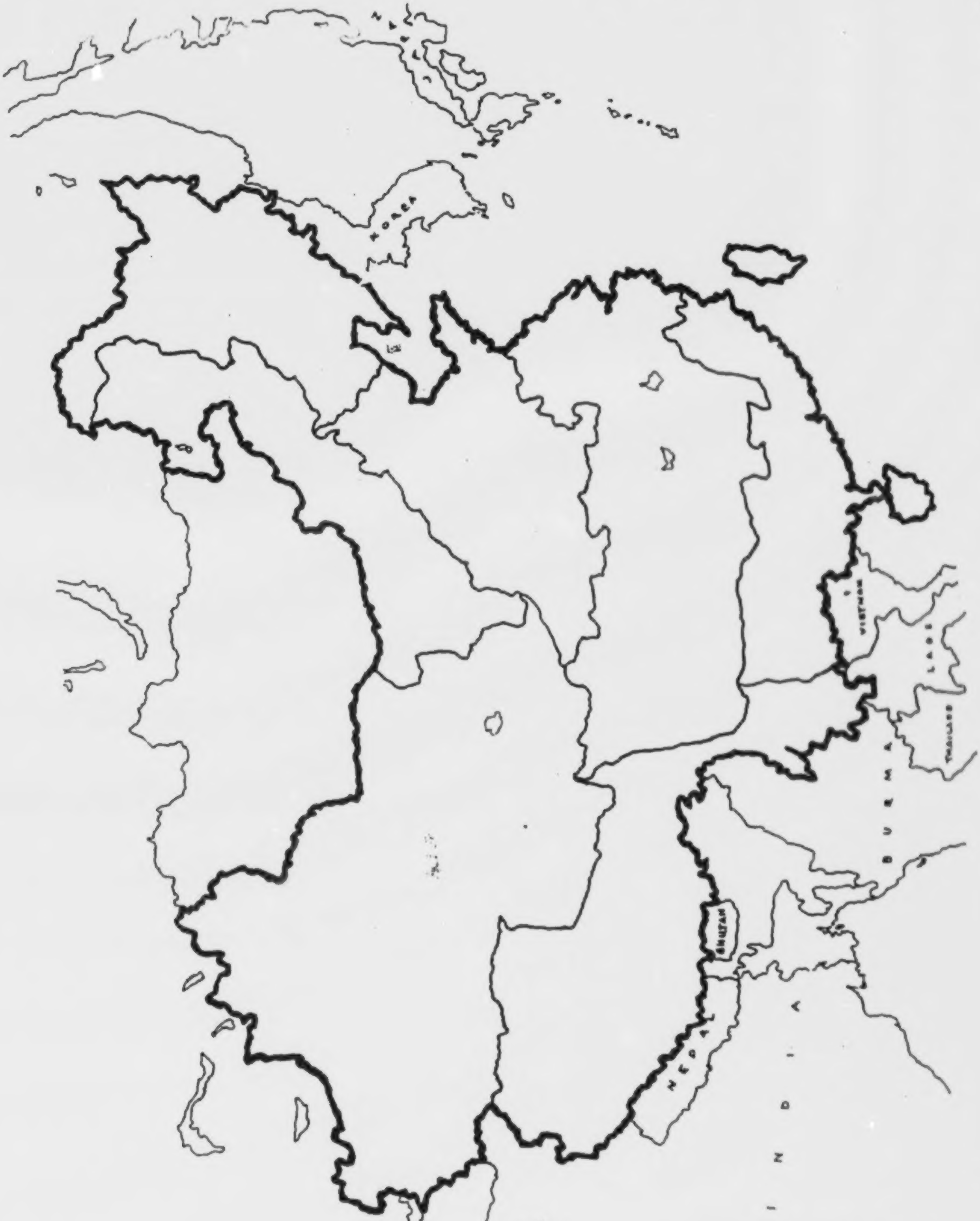

Degrees East of Prime Meridian
0°
20°
40°
60°
80°
100°
120°
140°
160°
180°
Prime Meridian
60°N
60°N
40°N
20°N
0°
Equator
0 400 800 1200 Miles
0 400 800 1200 Kilometers
Projection: Azimuthal Lambert Equal Area
60°E
80°E
100°E
120°E

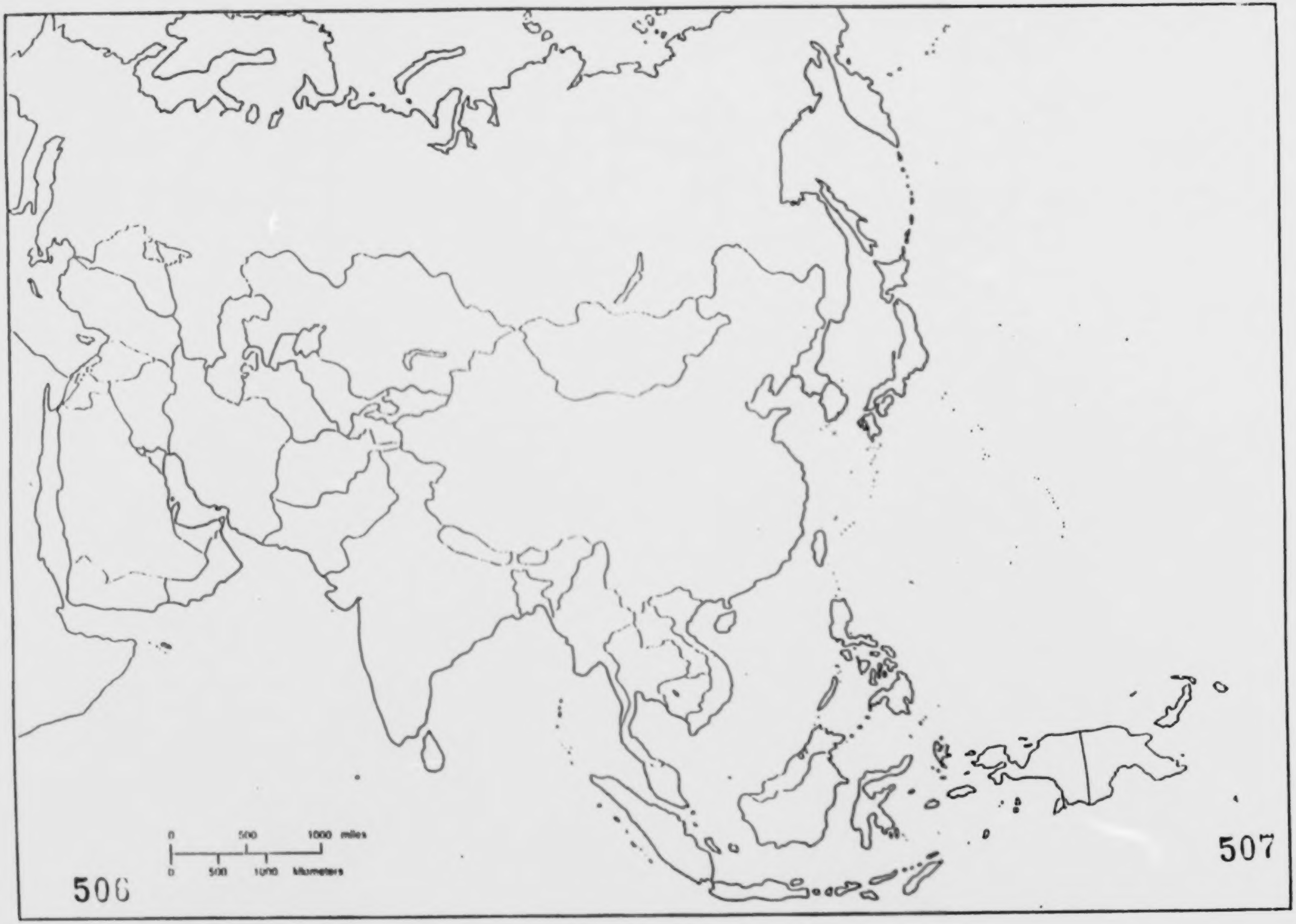
Note: Dotted lines indicate indefinite boundaries.

ARIZONA
GEOGRAPHIC ALLIANCE

Courtesy: Arizona Geographic Alliance
Department of Geography, Arizona State University
Terry Dorschied


Arctic Ocean Sea
East Siberian Sea
Bering Sea
Laptev Sea
Kara Sea
Russia
Sea of Okhotsk
Black Sea
Turkey
Cyprus
Israel
Lebanon
Syria
Caspian Sea
Kazakhstan
Uzbekistan
Turkmenistan
Kyrgyzstan
Tajikistan
Mongolia
North Korea
Sea of Japan
Japan
Iraq
Jordan
Iran
Kuwait
Persian Gulf
Bahrain
Qatar
Saudi Arabia
Red Sea
Afghanistan
Pakistan
Nepal
Bhutan
India
China
Yellow Sea
South Korea
East China Sea
Pacific Ocean
Taiwan
Yemen
Oman
United Arab Emirates
Gulf of Aden
Bangladesh
Vietnam
Hong Kong
Macao
Myanmar
Laos
Philippines
Arabian Sea
Thailand
South China Sea
Bay of Bengal
Sri Lanka
Cambodia
Brunei
Malaysia
Singapore
Maldives
Indonesia
Indian Ocean


KOREA
VIETNAM
LAOS
THAILAND
BURMA
BHUTAN
NEPAL
INDIA


0 500 1000 miles
0 500 1000 kilometers

V. LESSONS

A. Locating China on a Map

Materials

Transparencies of the attached maps
Student copies of the attached maps
Wall map of China (optional)

Procedures

Teacher will locate China on a world map or transparency.

Moving from large to small, show China on a map of the Eastern Hemisphere and Asia. Point out that China looks like a chicken Have students outline the shape of the chicken.

Using the appropriate maps, guide the children in locating the folllowing:

the continent that contains China
the countries to the north of China
the countries to the south of China
the ocean to the east of China
the seas which border China's east coast, from north to south
the Yellow (Huang-Ho) and Yangtze (Chang Jiang) rivers
Yellow, East China, South China Seas
Pacific Ocean
Mt. Everest in the Himalayan Mountains
Great Wall of China

Give the students the following background information.

The Himalayan Mountains are found on the southwest border of China to the north of Nepal. Mt. Everest is the highest mountain in the world and is part of the Himalayan Mountain range.

The Great Wall of China is located from the middle of northern China through the northern crook in the Hwang-Ho River, north of Beijing, to the coast of the Yellow Sea. The emperor's workers started building the walls more than 2,000 years ago. It was built to protect China from its enemies to the north. Today about 1,500 miles remain.

Beijing, the capital of China, has the largest public square in the world called Tiananmen Square. At the end of the square is Tiananmen Gate (the Gate of Heavenly Peace.) Beijing has been a city for more than 3,000 years. The Forbidden City is inside Beijing and is surrounded by a wall. Emperors once lived there. Today the Forbidden City is a museum that many people visit each year. Beijing is the second largest city in China. More than 10 million people , including the president of China, live there.

China's history dates backk 5,000 to 7,000 years. The Emperor was thought to be son of Heaven and the Emperor's household was known as the Forbidden City.

Shanghai is the biggest city in China. There are ships from all over the world in its harbor. More than 13 million people live in Shanghai.

B. Identifying Geographical Information

Give students a world map and a China map. Students will label the following places on their maps individually, in pairs, or groups.

Hwang-Ho River
Chang Jiang River
Yellow Sea
East China Sea
South China Sea
Himalayan Mountains
Mt. Everest
Great Wall of China
Beijing
Shanghai
Taiwan

C. Building China

Ask a local pizza shop to donate a medium pizza box for each of your students.

Have each child make this recipe for salt flour dough and bring it to school in a zip-lock bag.

Salt Flour Dough Recipe

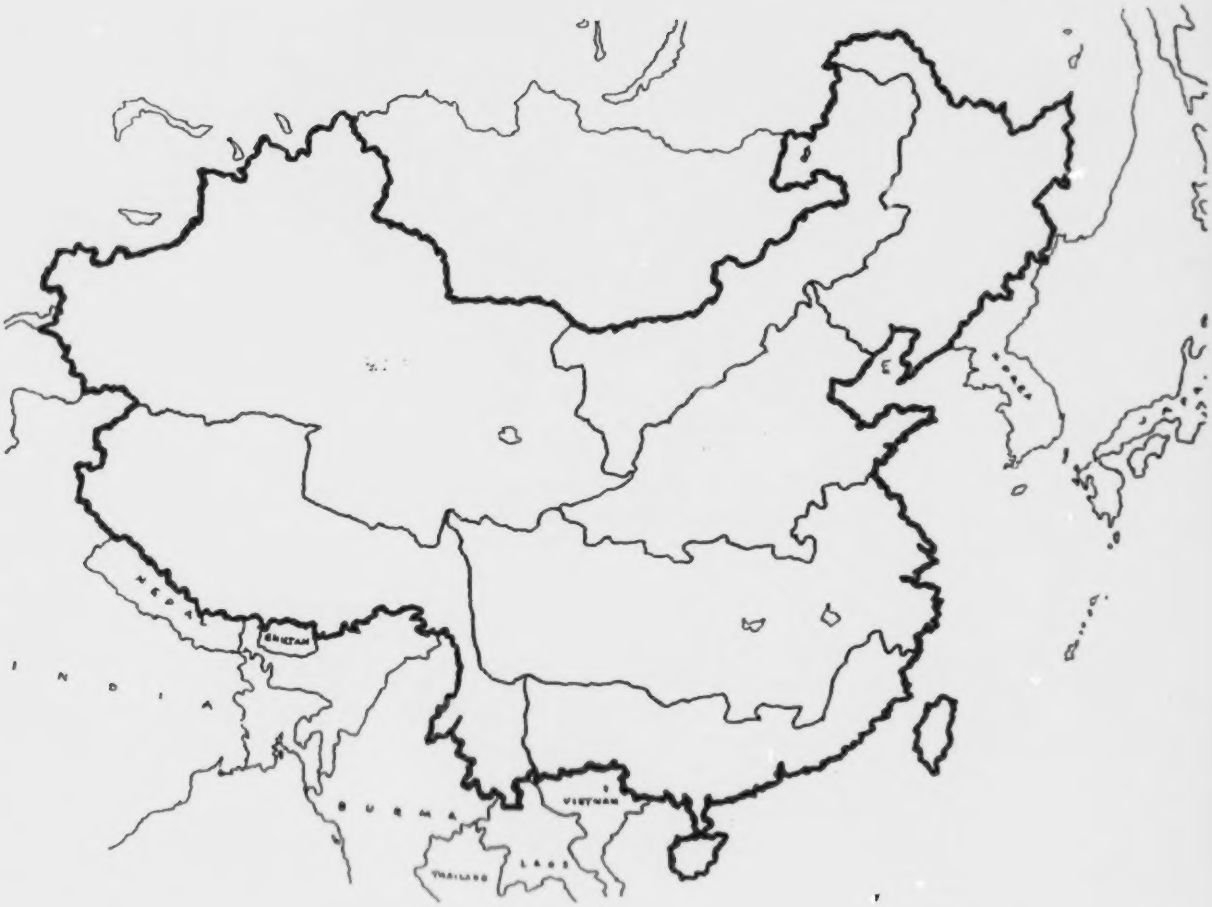
1 cup flour
1/2 cup salt
1/4 cup water
Combine salt and flour. Slowly pour in water until the dry goods are absorbed.

Have students cut out a map of China and trace it on the inside of the pizza box where the pizza would be. With slightly damp hands, students mold the dough into the shape of China. After the dough is dry, students paint the map of China and the cardboard surrounding it. After the paint dries, direct students to paint major geographic regions, major products, or geographical features. In the second grade, I have them make blue yarn rivers, yellow tissue-paper deserts, and brown-paper-triangle mountain ranges. Break toothpicks in half and glue paper triangles around the toothpick with the names of the features.. Stick these into the dough while it is still wet. Let a small pool of rubber cement partially harden to insert the labels on the cardboard portion of the map.

锦绣中华少儿拼图

JinXiuZhongHua ShaoErPinTu

新疆维吾尔自治区
乌鲁木齐
西藏自治区
拉萨
青海
西宁
甘肃
兰州
内蒙古自治区
呼和浩特
黑龙江
哈尔滨
吉林
长春
辽宁
沈阳
北京
天津
河北
石家庄
山西
太原
山东
济南
陕西
西安
河南
郑州
江苏
南京
上海
安徽
合肥
四川
成都
重庆市
湖北
武汉
湖南
长沙
江西
南昌
浙江
杭州
福建
福州
贵州
贵阳
云南
昆明
广西壮族自治区
南宁
广东
广州
澳门
香港
海口
台湾
台北
渤海
黄海
东海
南海


INDIA
NEPAL
BHUTAN
BURMA
THAILAND
LAOS
VIETNAM
KOREA

Color code each of the major geographical regions on the map and on the key below.

☐ The Northeast

☐ Lower Yellow River Region

☐ Yangtze Drainage Area

☐ Tibetan Autonomous Region

☐ South China

☐ Inner Mongolian Autonomous Region

☐ The Northwest

AN ELEVATING LESSON

PURPOSE: This activity is designed to help students understand the vegetation areas in China.

TIME: about 2 hours

MATERIALS:

scissors
construction paper
glue
cardboard pieces
pizza box — The map will be built on the top of the pizza box.

PROCEDURES: Enlarge each page of color pieces by the same percentage.

1. Have the students carefully cut our the colored construction paper (or use colored tagboard for more durability,)
2. Place the light green piece down on the tagboard and glue.
3. Cut up small pieces of cardboard and glue them to the bottom of the yellow piece. Make sure there are pieces in the corners and enough in the middle to support the next layer.
4. Do the same thing with the dark green, tan, and brown pieces. Line all of the pieces up according to the first map. You will have to cut up tiny pieces of cardboard for the small pieces.
5. Label the map and make a key according to the key below.

* Extensions - This plan could also be used for an elevation map for older children.

CHINA AND ITS Vegetation

☐ Deciduous Forest — light green
■ Evergreen Forest — dark green
░ Grassland — yellow
☐ Desert — tan
☐ High Mountain — brown

After completing the project, have the students write about the geography of China.

Land signs

Picture symbols show you different kinds of land on maps.

grassland
There are grass-covered lands all over the world. Sometimes they are called savannah or pampas. Grassland is the best land for farming.

desert
Desert areas have almost no rain. Most deserts are hot and dry in the day, but cold at night. Fewer animals and plants survive here than in most other landforms.

deciduous
Deciduous trees, such as beech, birch, and oak, lose their leaves in the fall. Deciduous forests grow in cool areas.

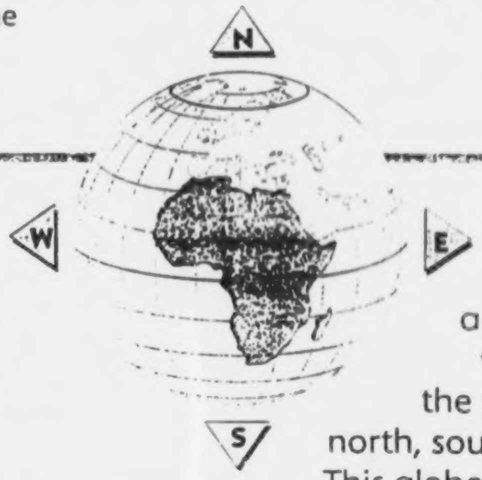
tundra
Tundra is cold, bare **plain** near the Arctic Circle. The surface of the ground is frozen all year so the growing season is very short.

ice and snow
Thick ice covers the areas around the North and South Poles, and big storms bring snow and strong winds.

rainforest
Most rainforests grow in tropical areas near the **Equator**, where it is hot and wet. Rainforests are home to millions of different plants and animals.

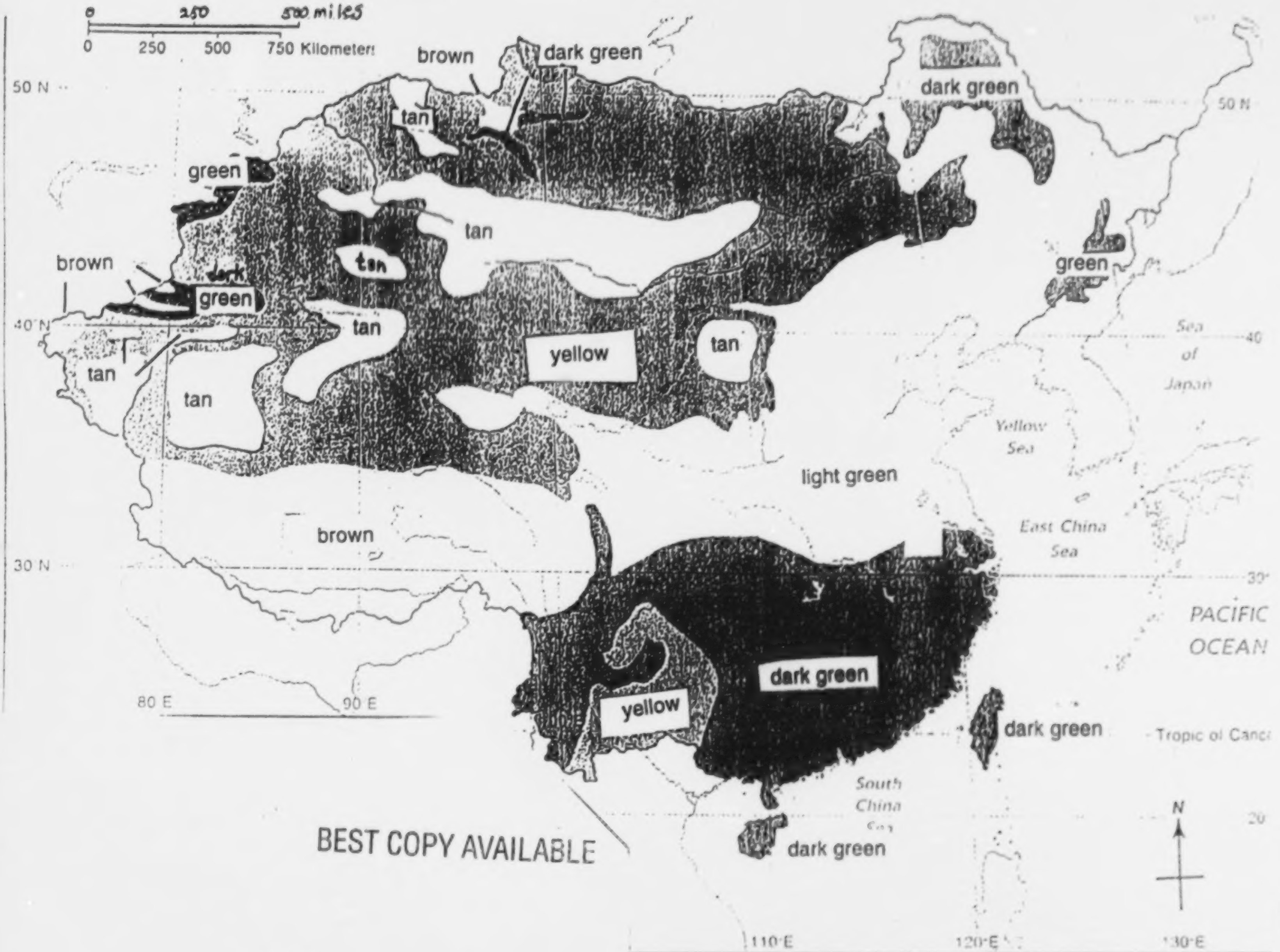
evergreen forest
Evergreen trees such as pine, fir, spruce, and larch stay green all year round. Evergreen forests grow mostly in cold areas.

mountains
Many areas of the world are covered in high, rocky mountains. Very high mountains are covered in snow.



Where are you going next?
On each map, the little red airplane points the way to the next **region** you will find in the book.

Where are you
On each maꞁ
a small **globe** show
where in the worl
the map is, and poin
north, south, east, and wes
This globe is called a locato

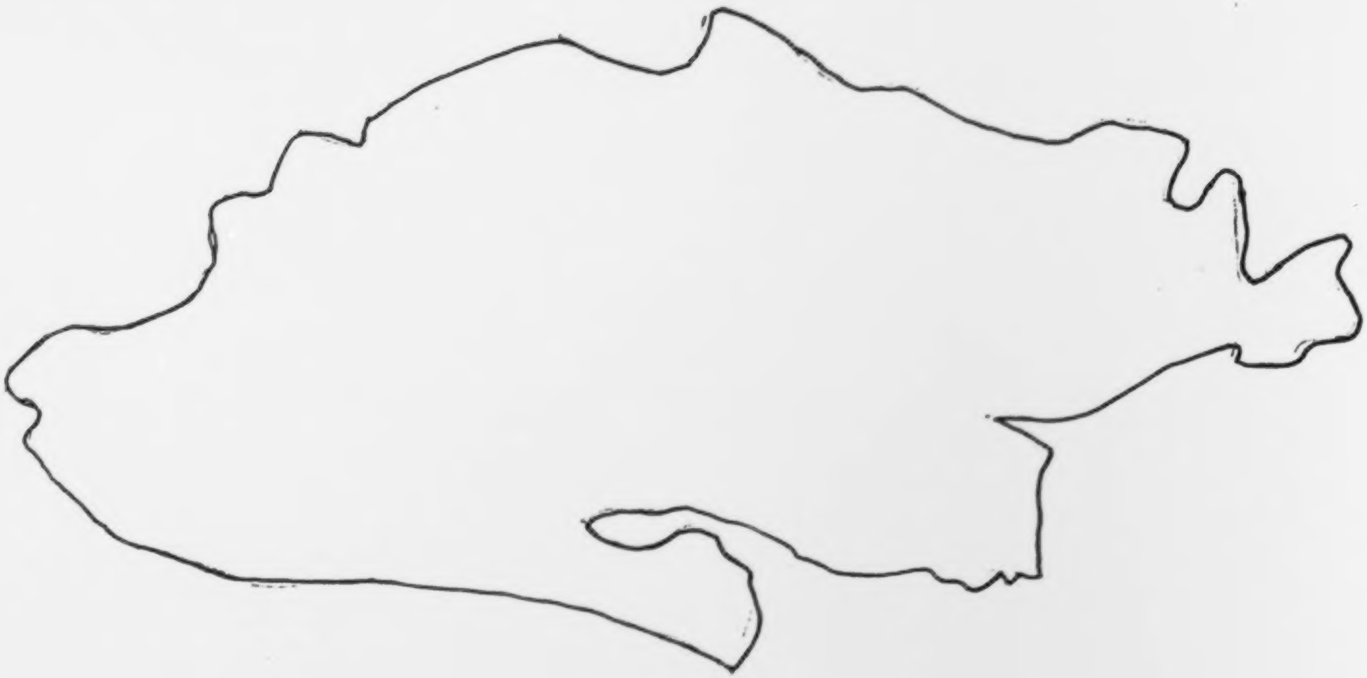

0 250 500 miles
0 250 500 750 Kilometers
brown
dark green
dark green
50 N
50 N
tan
green
tan
tan
brown
dark green
green
green
40 N
tan
yellow
tan
Sea of Japan
40
tan
tan
Yellow Sea
light green
brown
East China Sea
30 N
30
PACIFIC OCEAN
dark green
yellow
dark green
Tropic of Cancer
80 E
90 E
South China Sea
dark green
N
20
110 E
120 E
130 E

BEST COPY AVAILABLE

light green

518

519 23



yellow

521

520

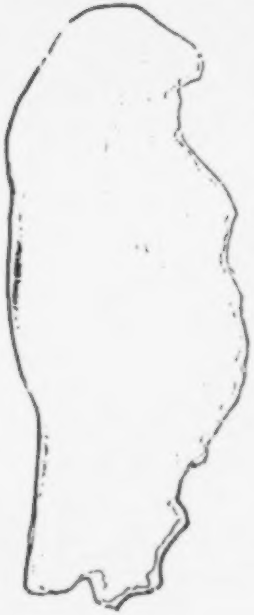
522

yellow

523

dark green

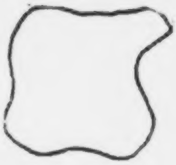
26

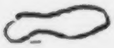


526

525

brown 27





tan **28**

GEOPOEMS

Overview:

Young students need to build a foundation for understanding geography. To help them build that foundation, teachers must find activities which help them realize geography is more than maps, charts, graphs and facts. Geopoems helps students understand that writing can be part of geography.

Purpose:

This activity gives students an opportunity to express, in writing, what they know about the geography of a familiar place.

The themes of location and place are utilized.

Connection to the Curriculum:

Social Studies, Language Arts

Geography Standards:

4. Physical and human characteristics of places
6. How culture and experience influence people's perceptions of places and regions

Time: one class period

Materials:

blank paper
pencils/pens
crayons/markers/colored pencils
"Two Formats for GeoPoems" (attached)

Concept:

Geographic knowledge can be expressed in many ways, including writing.

Objective:

Students will write and illustrate a poem describing a place they know well, following a set format.

GeoPoems

Line 1: Name of place
Line 2: What does it look like? - 3 things
Line 3: Where is it? - 3 things
Line 4: What is there? - 3 things
Line 5: A question about the place
Line 6: What does it feel like to be there? 3 things
Line 7: What can you do there? 3 things
Line 8: Synonym for the place

China

Asia, Eastern Hemisphere, World
Himalayas, Great Wall, Diversity
How did you get one billion people?
Fascinated, challenged, fulfilled
Walk through ancient times
People's Republic

Format for older grades

Line 1: Name of place
Line 2: What it offers - 3 items
Line 3: What it feels like - 3 items
Line 4: What it requires - 3 items
Line 5: What is puzzling about it? - 3 items
Line 6: What it costs - 3 items
Line 7: Who is there? - 3 items
Line 8: Where it is - 3 items
Line 9: What it looks like - 3 items
Line 10: Synonym for its name

Glue the Geopoem on the inside cover of the pizza box. Have the students illustrate the poem in the open areas of the cardboard.

PLEASE PASS THE LESSON

Passarounds on Chii

There are unique sites in cities all over the world. The focus of most aspects of human life are inherent in the processes, functions, and patterns of these settlements in which over half of the world's people live.

Copies of pictures are included. However, I would suggest that you call the chairman of the Chinese Week in your city to obtain colored pictures of life in China. You could also print out pictures from the Internet. Glue these images to small sheets of construction paper. Number each Passaround and laminate. You may only want to use eight in the second grade. If you have a class of low readers, you may want to skip the written portion, lengthen the time, and only have the children sketch their impression of the Passaround. Each child could share verbally about a site with peers. The teacher could supply more information.

CONNECTION TO THE CURRICULUM;

1. Relates photos to written text.
2. Summarizes visually by drawing and restating.
3. Distinguishes main ideas.
4. Develops plan for written work.

GRADE LEVEL: Grades

TIME: One class period

MATERIALS:

Paper and two log sheets
Passarounds
Timer

OBJECTIVE: Students will analyze pictures and captions describing China. Recognizing and selecting the main idea of each passaround will enable the student to compose sentences and draw illustrations creating a log that summarizes the facts depicted.

PROCEDURES:

1. Students will study pictures and captions.
2. Students will locate number on sheets.
3. Students will write sentences and draw representation.
4. Students will pass to designated student immediately. (two minutes suggested)
5. Students will continue procedure until all passarounds circulate.
6. Students will complete unfinished passarounds if time permits.

By____________________

1.__________________-________________________________

____

____

2.__________________-________________________________

____

____

3.__________________-________________________________

____

____

4.__________________-________________________________

____

____

5.__________________-________________________________

____

____

6.__________________-________________________________

____

____

7.__________________-________________________________

____

____

8.__________________-________________________________

____

____

By____________________

9.________________-____
____
____

10.________________-____
____
____

11.________________-____
____
____

12.________________-____
____
____

13.________________-____
____
____

14.________________-____
____
____

15.________________-____
____
____

16.________________-____
____
____

533

Passarounds on __________ By __________

1	5
2	6
3	7
534 4	535 8

9

10

11

536

12

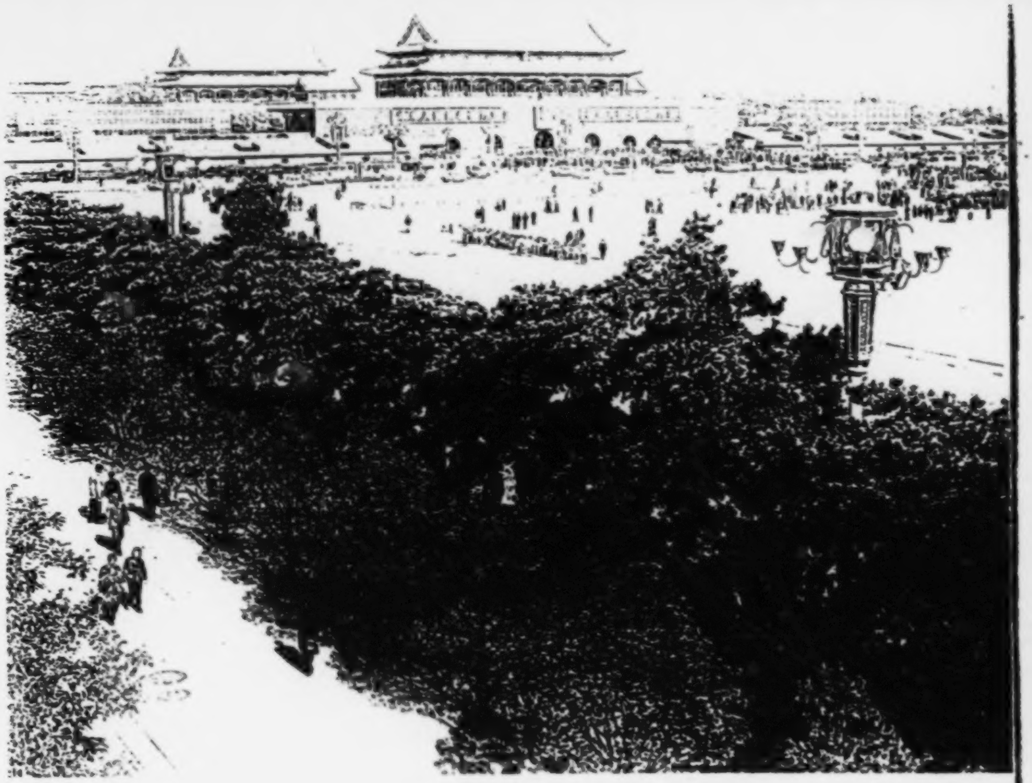
13

14

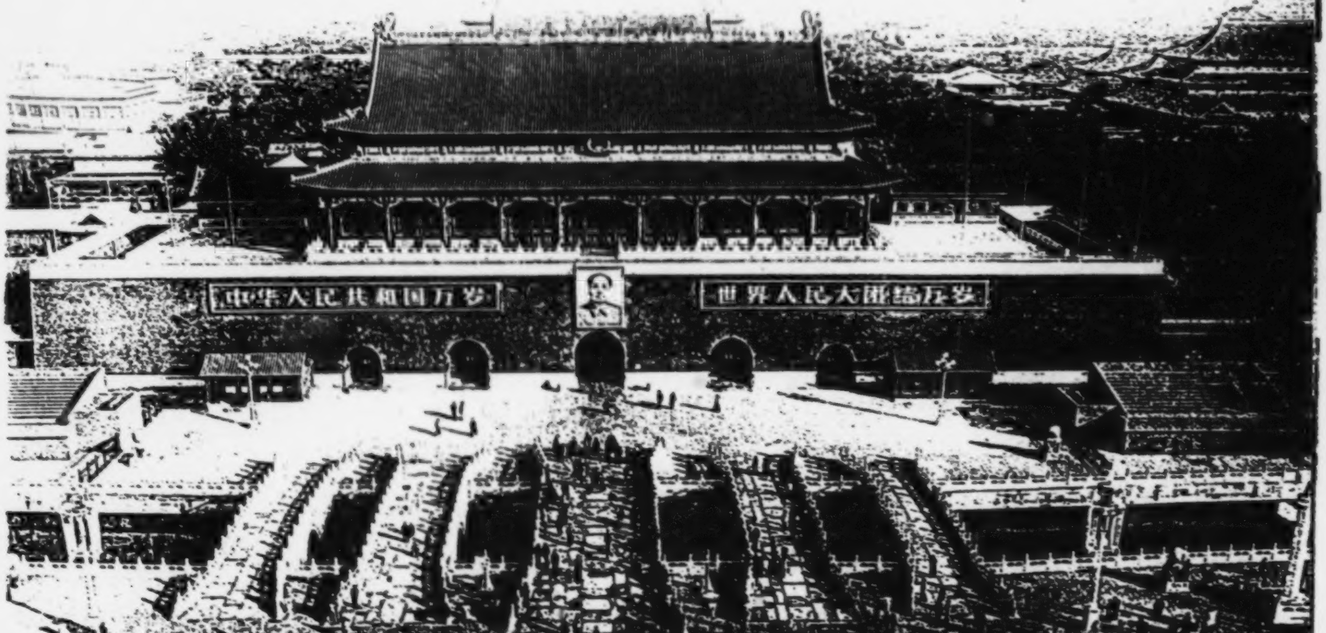
15

537

16



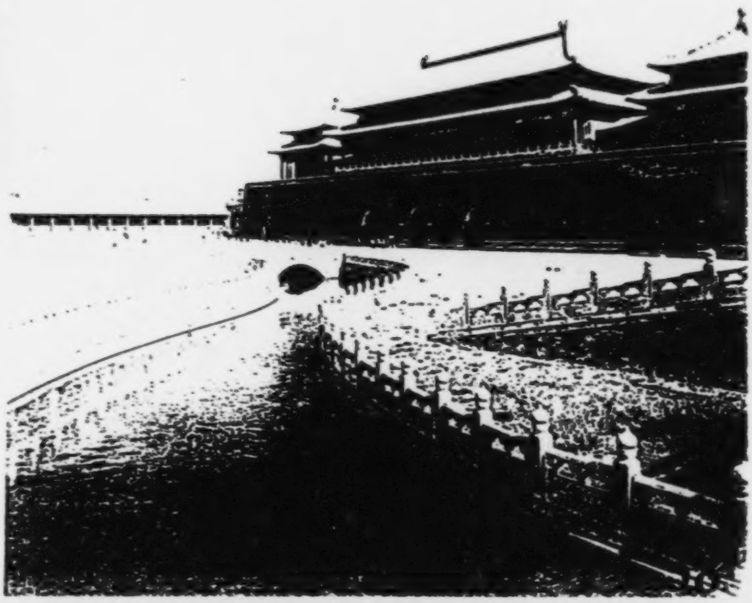
[illegible] Tiananmen


中华人民共和国万岁
世界人民大团结万岁

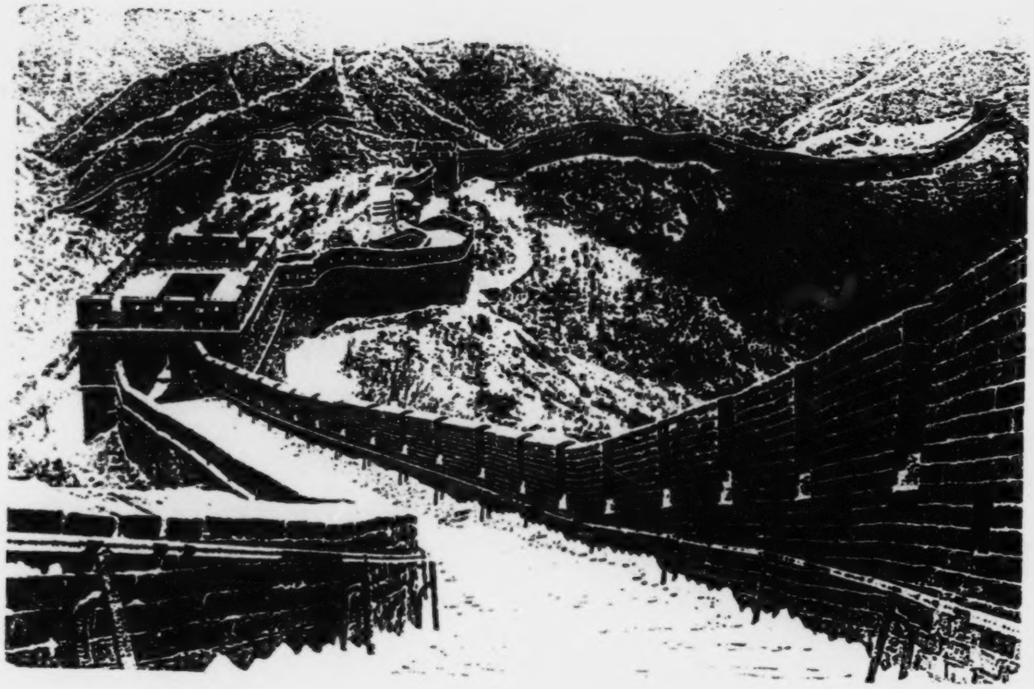
[illegible]

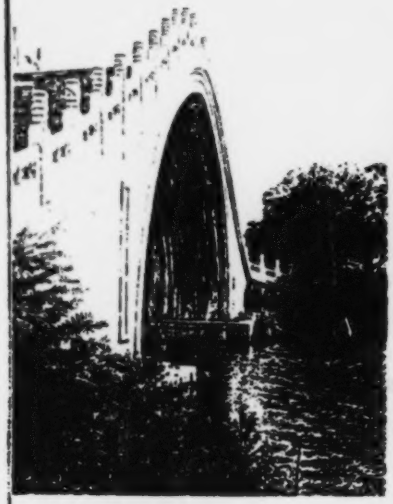
▶ [illegible]
A bird's-eye view of the Forbidden City

▲ [illegible]
Great courtyard of the Gate of Supreme Harmony and the Inner Golden River Bridge

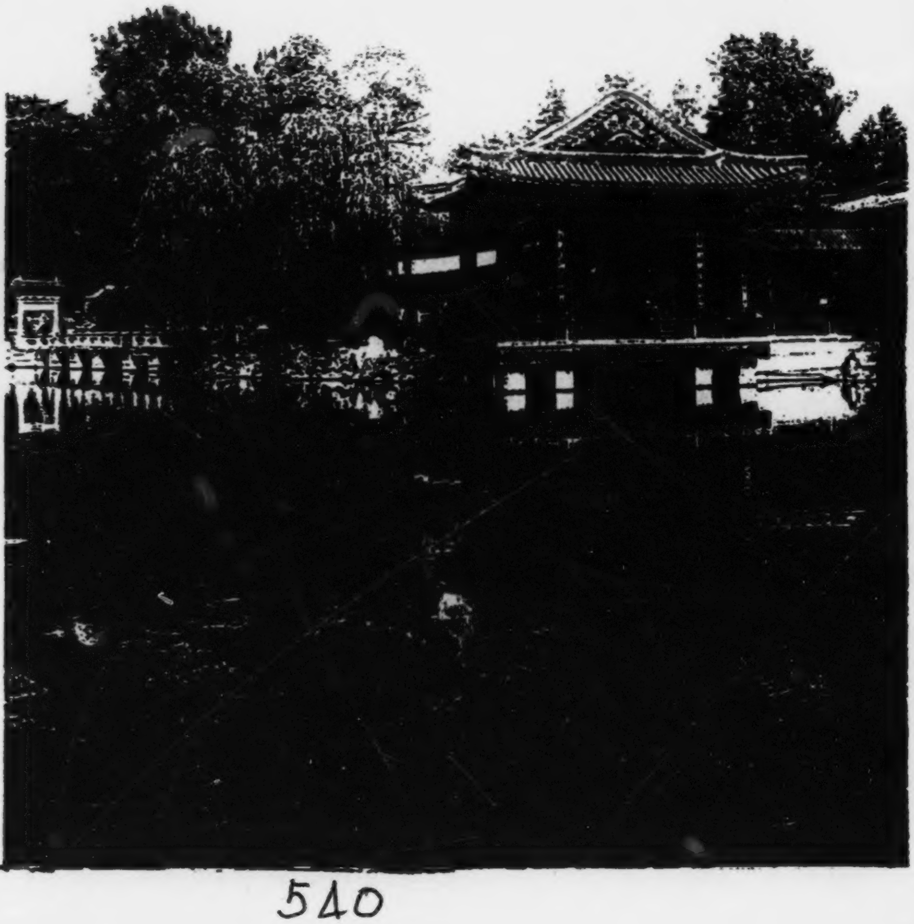


▶ [illegible]
[illegible] Meridian Gate [illegible] from southwest





▲頤和園玉帶橋
Jade Ribbon Bridge at the
Summer Palace

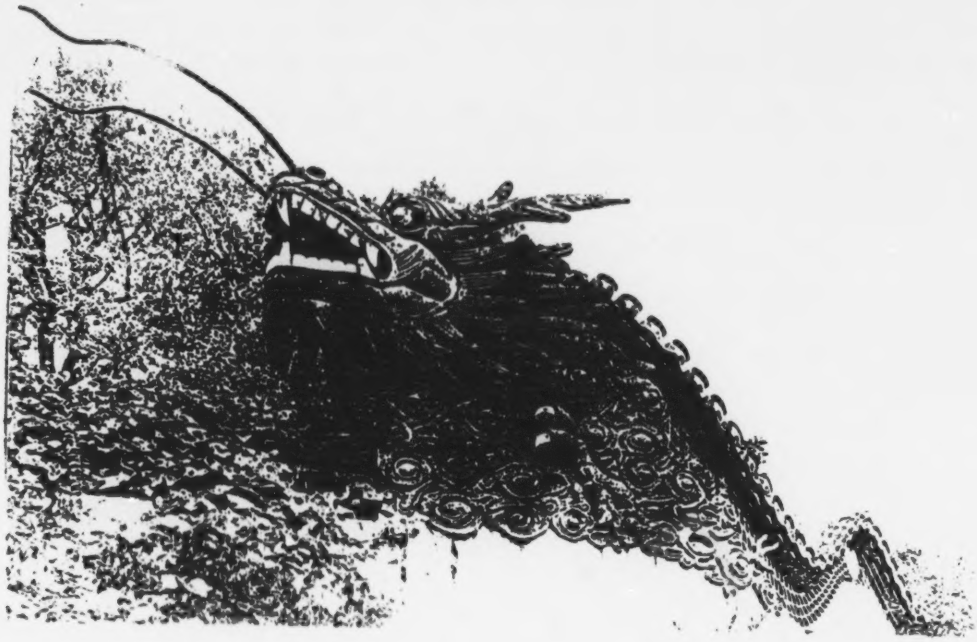


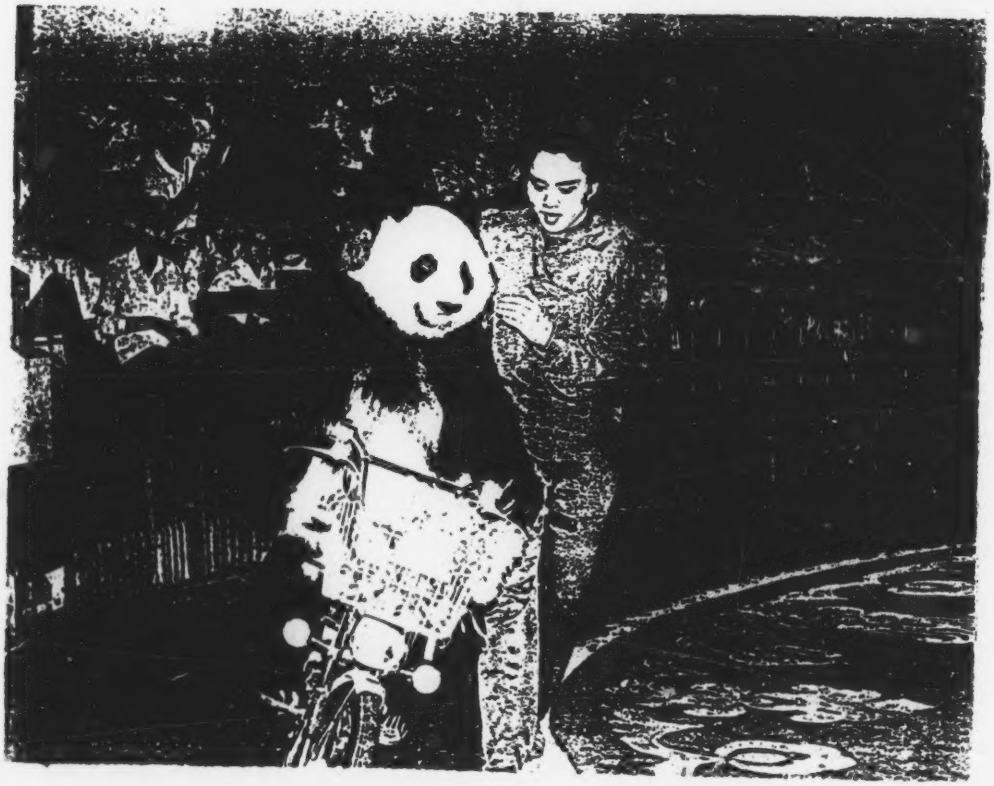
▶頤和園諧趣園
Garden of Harmonious Delights
at the Summer Palace

▶ [illegible]
Roasting a duck

▼北京烤鸭
Beijing roast duck

▲ [illegible]
Sugar-coated haws on a stick





The Five Themes of Geography Through Art

Overview: Art is a reflection of the culture which it portrays. Observing works of art to glean information about geography gives students exposure to fine art while giving them an experience in critical thinking by discerning which themes are evident in each print.

Time: One or two class periods depending on the class discussion and students' prior knowledge of the five themes. Before attempting this activity, teacher should lead the class through the expert sheet, adjusting it to the appropriate grade level.

Materials:

- 5 theme worksheet
- works of art depicting China

Objective: Students will analyze pictures for clues to 5 themes in China.

Procedure:

Give one picture and worksheet to each child, pair of students, or group to analyze. After completing their worksheet, discuss findings as a class. This activity is a great catalyst for a writing activity.

EXPERT SHEET

LOCATION: Where is ________________?

Location of a place is its position on the earth's surface. Location tells where people and places are. You use directions to tell where a place is or where a place is compared to other places.

Find a place that you want to learn more about. It can be a city, a body of water, or a land form. Write its name:________________

RELATIVE LOCATION

The relative location of a place describes it in relation to other places. Cardinal directions and intermediate directions can be used for relative location. Find the location of your place on a map or globe. Answer as many of the following questions as you can.

On what continent is your place located?

In what region is your place located?

Name one place located to the south of your place.

Which country is east of your place?

What country is north of your place?

ABSOLUTE LOCATION

The absolute location of a place is exact. For home, absolute location is the street address. For other absolute locations, latitude and longitude are used.

Find the latitudes and longitudes of your place.
Latitude (north or south) _________ to __________
Longitude (east or west) _________ to __________

REASONS FOR LOCATION

There are many reasons places are located where they are. Look at the location of your place, and see if you can explain why it's location plays an important part in it's existence.

Write two sentences that describe the location of your place.

EXPERT SHEET

PLACE: What is ___________ Like?

Place tells what makes the place special and what makes it different from every other place. Each place has its own characteristics. The land forms, climate, plants, animals, people, culture, and work that set it apart from other places.

NATURAL CHARACTERISTICS

Natural characteristics include plant and animal life as well as land forms, bodies of water and climate.

What is the climate of your place in the summer?

What is the climate like in the winter?

Name two kinds of plants and animals that originated in your place.

2 plants:

2 animals:

CULTURAL CHARACTERISTICS

The people in a place develop cultural characteristics. The building structures, factories, crops, transport systems are such features.

What language do most people speak?

What customs and religions do people follow?

What are the main ways people earn a living?

What percentage of other people (labor force) work in industry?

Compare a population map and a highway map. Do you see a relationship between the two maps?

What do people do for fun in this place? Underline the things you've done, too.

EXPERT SHEET

HUMAN AND ENVIRONMENTAL INTERACTION: How Do People Live in __________?

Human and environmental interaction shows how people can cause change and how an area can change people. People can bring about change by how we work, and use resources. An environment can change how people live, work, eat, dress, and travel. There are many human environments in the world.

PEOPLE DEPEND ON THE ENVIRONMENT

People must use their environment to meet basic needs for water, food, clothing, transport system, and shelter.

What basic needs are met by these people?

What main crops and animals do the farmers raise?

Name three resources, and tell how they are used?
(what products come from these resources)

PEOPLE ADAPT TO THE ENVIRONMENT

People have to adjust or adapt to the many conditions we live in.

What do the houses look like?

What are the climates and how do they require people to adapt?

What products show an adaptions to the environment?

PEOPLE CHANGE THE ENVIRONMENT

Some environmental conditions cannot be changed, but others are changed directly or indirectly.

Give an example of how the people have either adapted or changed their environment?

How has the population affected their forest areas?

Do you think the people have hurt or helped their environment here?

EXPERT SHEET

MOVEMENT: How Do People, Things, and Ideas Move in ___________?

Movement is when people, products, resources, and ideas move from one place to another. People and things from distant places affect us every day. We receive messages from people that we never meet, and their ideas come to us in a variety of ways.

What are the favorite sports or foods?

Name a popular or famous person or group with these people?

LINKAGES WITH OTHER PLACES

We are linked in many ways. Roads, railroads, telephones, airports and computers are physical links or connections. Ideas, perceptions, and birthplaces are mental links that we make with other places.

What waterways are in and near?

Did people who live here move there from other areas in the world? Which areas?

Name three customs, foods, religions, or ideas that came from a different country?

GOODS AND PRODUCTS

We buy many goods and products made in other countries.

Name three goods or resources that is imported to here.

Name three goods or resources that is exported from here.

When products are sold to the U.S. in which direction are they shipped?

What nations would be easiest to trade with from this area?

EXPERT SHEET

REGION: How Are Different Places in ______________ Alike?

Region tells how places in an area are alike. Regions are large areas that are different from the areas around it because of cultures, land forms, climates, governments, and ways of living.

Name a region from here that you want to learn more about.

On what continent is this region located?

NATURAL REGIONS

Natural regions are features that all the places in the region share. What do the different places in this region share?

____land forms _____climate ____vegetation ____land use
(plains)
(mountains)
(coastal)
(water)

Tell where the region is located compared to two other places on the map.

CULTURAL REGION

Cultural regions are features that people create. What do the different places in this region share?

___crops ___farm animals ___culture ___industries
___religion ___government ___history ___language
___trade ___ethnic groups ___economy ___(other) _________

Give an example of two of these features.

REGIONS CAN CHANGE

A region's features can change in character, shape or size.

Describe in a few sentences how this could happen to this region.

Name one way that this region is alike and one way that it is different from the region where you live.

Name____Per.________

Directions: list the things you see which are indicative of a particular theme

Artist:____

Title:____

1. Location

____

2. Place

____

3. Human/Environment Interaction

____

4. Movement

____

5. Regions

____

Directions: list the things you see which are indicative of a particular theme

Artist:____

Title:____

1. Location

____

2. Place

____

3. Human/Environment Interaction

____

4. Movement

____

5. Regions

____

THE ELEMENTS OF CULTURE

TIME

Time Line of Important Historical Events

Years of Existence

GEOGRAPHY

Location

Exact

Relative

Place

Physical

Human characteristics

Human/Environment Interaction

Evidence of exploited resources

Changes in the landscape

Changes in air, water, or soil

____

____

Movement

Movement of people, goods, or ideas

____

____

Impact of immigration

____

____

Transportation routes

____

____

Regions

Number of regions within the area

____

Number of larger area to which it belongs

____

FOOD

Crops Grown

____

Methods of Production

____

Domesticated Animals

____

RELIGION

Beliefs - Gods

____

____

Practices - Rituals

____

____

Rites of Passage

____

____

Treatment of the Dead

____

____

GOVERNMENT

Type of Government

____

Leaders - What type? How were they chosen?

____

____

Political Boundaries

____

____

CLOTHING AND ADORNMENT

Materials Used for Clothing

Style of Clothing - Description of Pieces Worn

Jewelry - Decorative Items - Body Adornment

BUILDING STRUCTURES

Description of Dwellings

Structures Other Than Dwellings

Building Materials

LANGUAGE AND NUMBER SYSTEM

Spoken Language

Written Language

Number System

Use of Number System

Laws or Rules

____

____

Penalties

____

War and Peace

____

____

TRANSPORTATION

Type

____

Materials Used

____

Use

____

PEOPLE - Community and Advancement of Culture

Types of Family Groupings

____

Marriage - How are mates chosen?

____

____

Training of Children

____

Family Life

Recreation - Games, Use of Free Time

Education

ECONOMICS

Professions and Trades

Division of Labor

Technology

Exchange and Distribution of Goods

Currency Used

FINE ARTS

Music and Dance

Literature, Oral Traditions, and Drama

Visual Arts

VALUES, ETHICS, AND SYMBOLS

Values - What is important to the people?

Ethics

Symbols

Culture Capstones

I. Time

II. Geographic Setting:
  A. Land forms
  B. Bodies of water
  C. Climate
  D. Time Zones

III. People
  A. Language
  B. Number system
  C. Food
  D. Clothing
  E. Family life
  F. Building structures
  G. Recreation

IV. Values

V. Moral Principles

VI. Symbols and Mottos

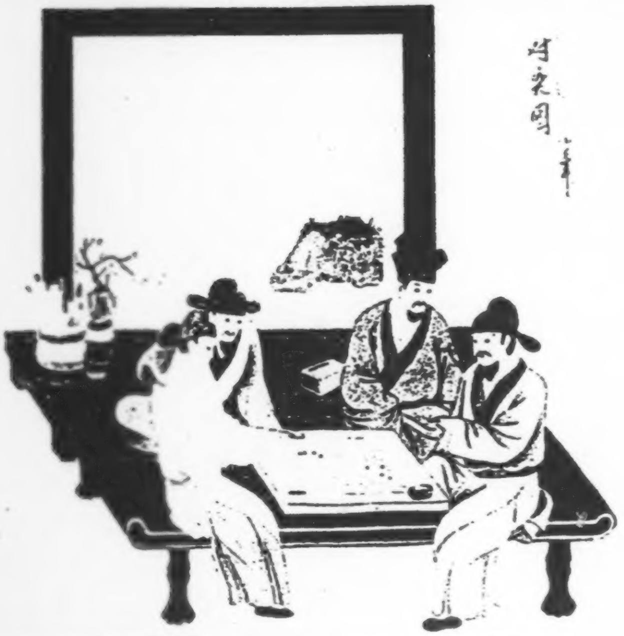
Culture Capstones

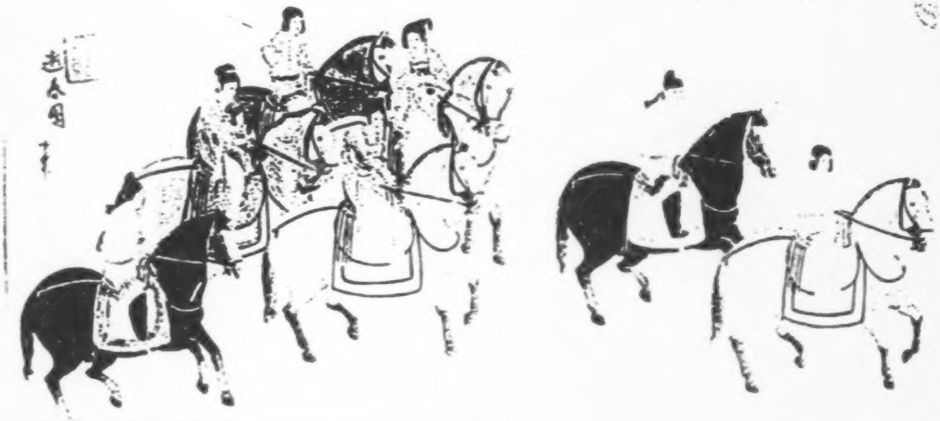
VII. Religion
    A. Beliefs
    B. Practices
    C. Ceremonies
    D. Festivals
    F. Rites of passage

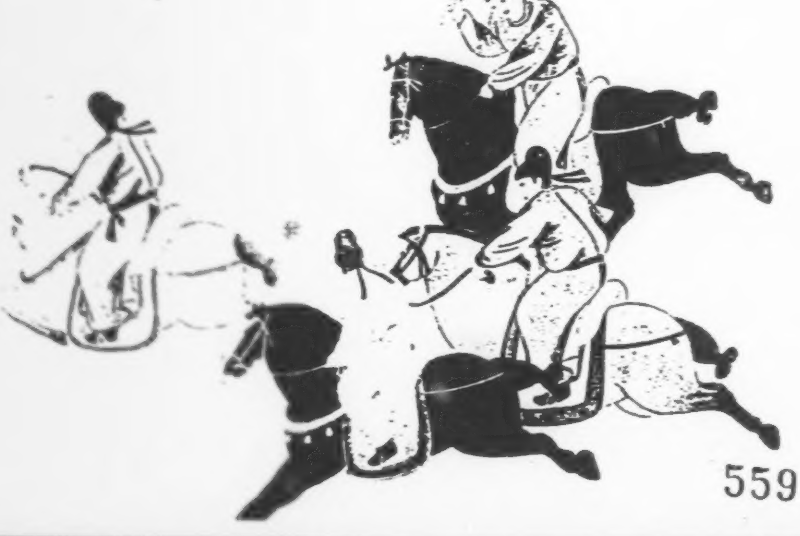
VIII. Government
    A. Type of government
    B. Leaders
    C. Political boundaries
    D. Laws
    E. Enforcement

IX. Economics
    A. Currency
    B. Division of Labor
    C. Professions and trades
    D. Technology

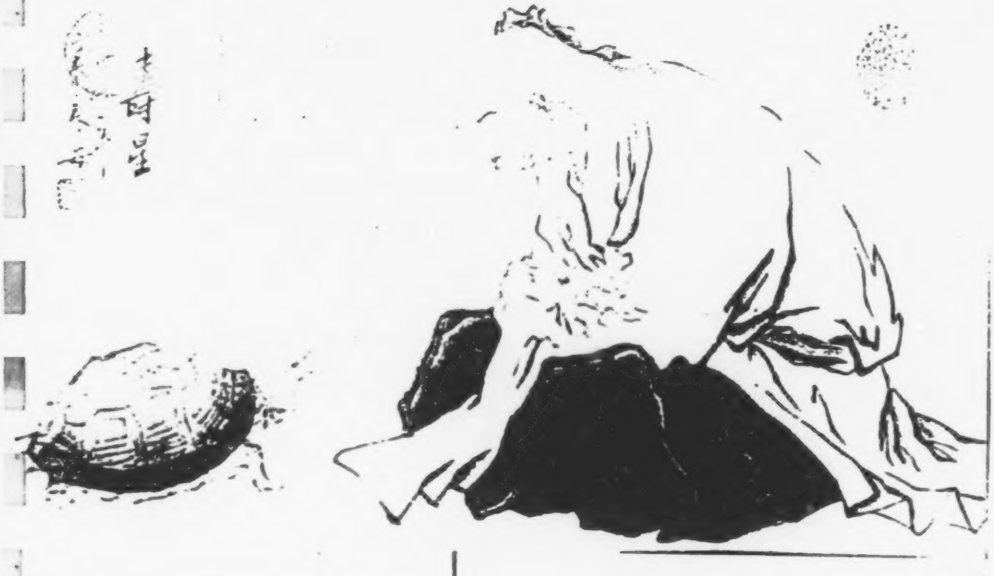
X. Fine Arts
    A. Music
    B. Dance
    C. Drama
    D. Literature
    E. Visual arts



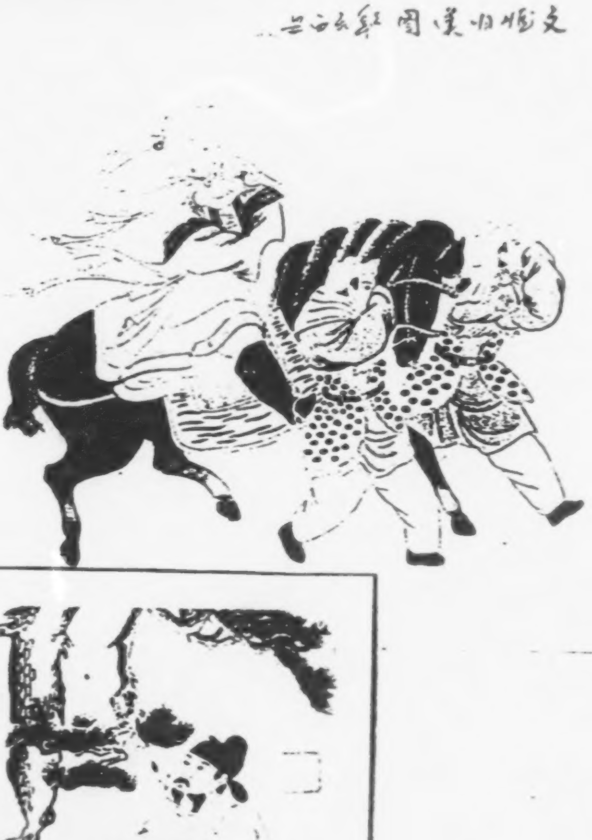




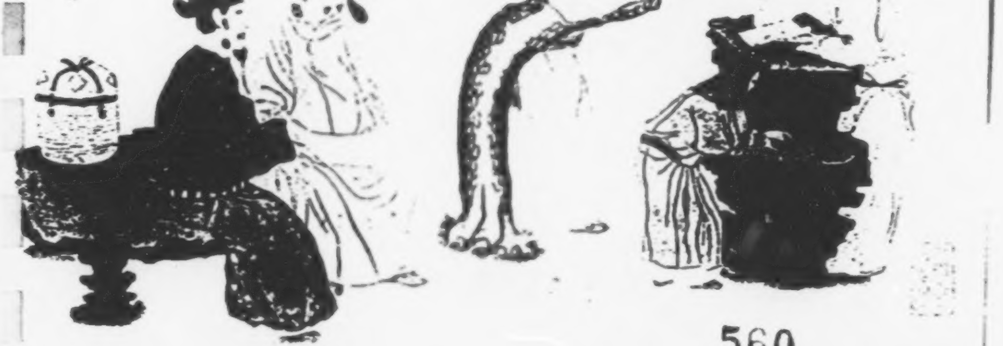
559

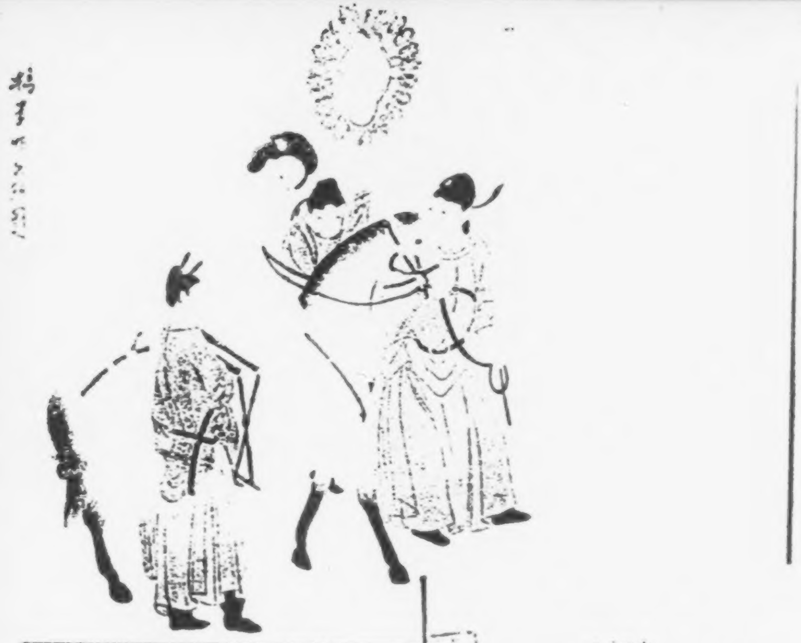


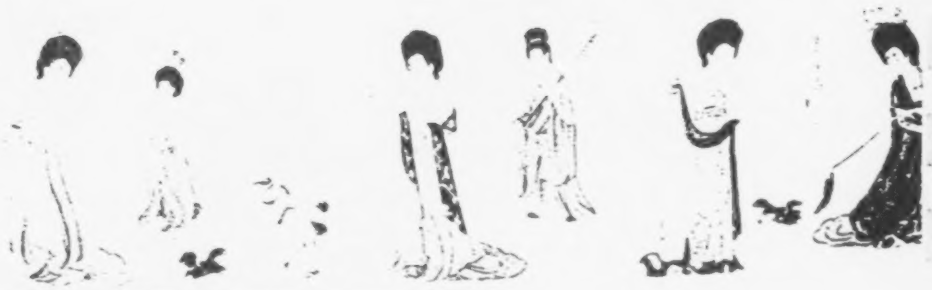
壽星

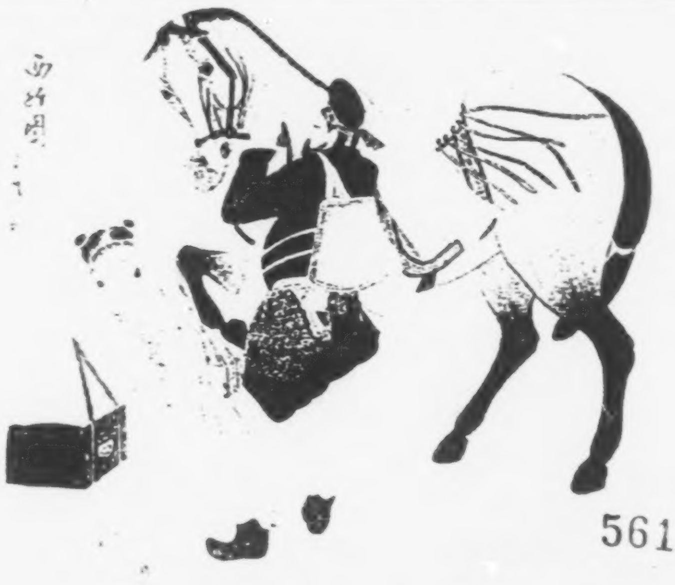


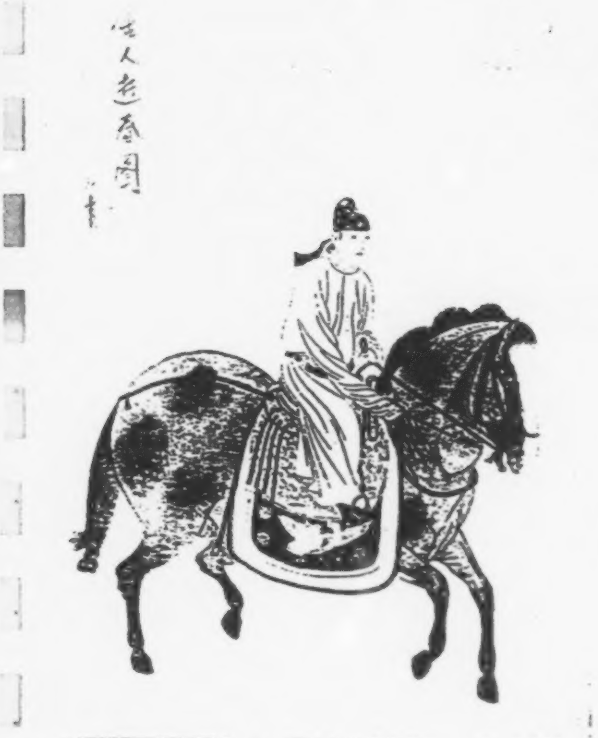
文姬歸漢圖

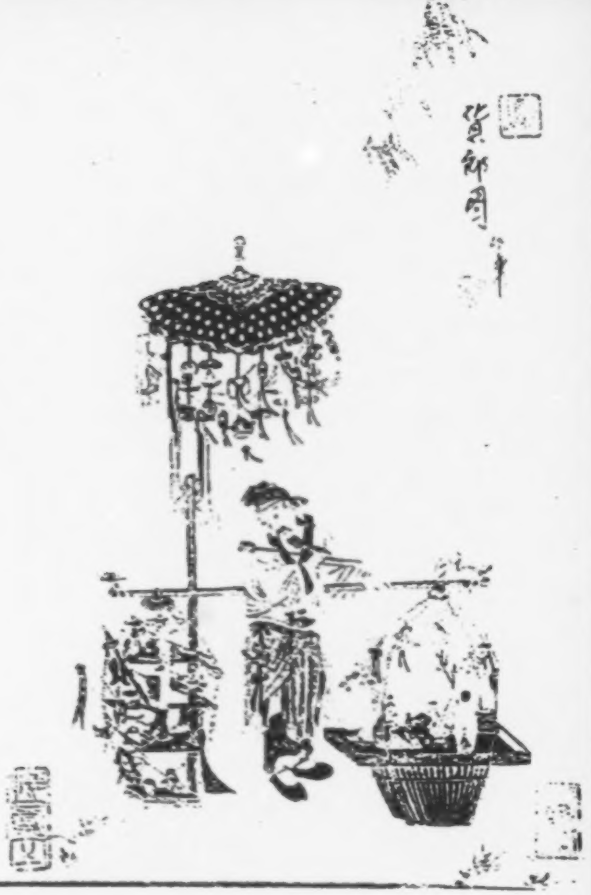


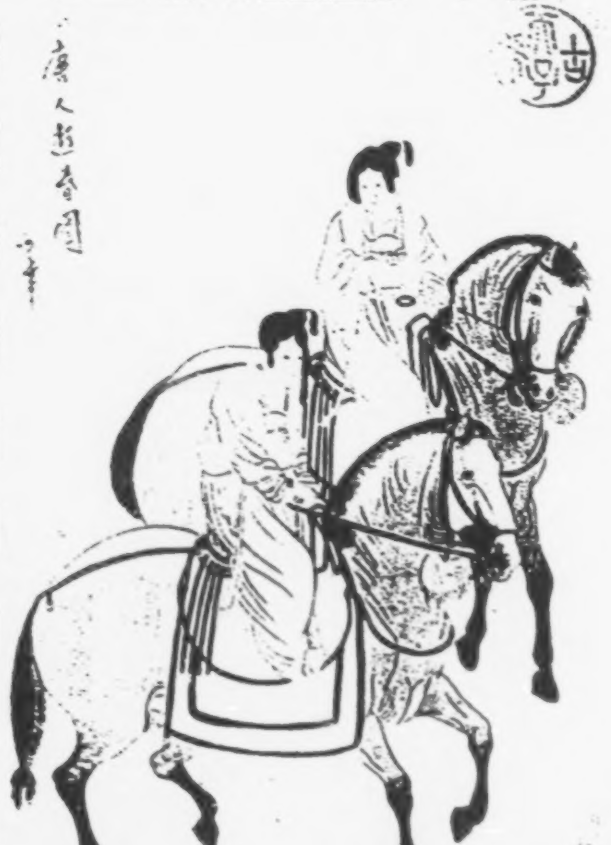

楊貴妃上馬圖

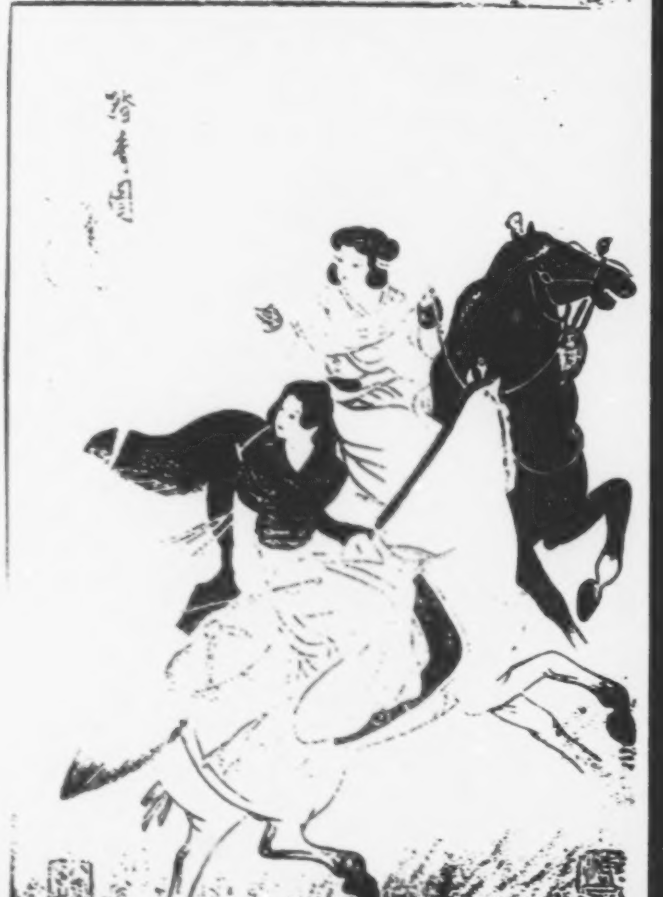





唐人遊春图


貨郎图


唐人遊春图


踏青图

WHERE IN THE WORLD IS WU CHANG?

This geography treasure hunt is suited to fifth and sixth grade. However, I wrote it for my second graders who obviously could not complete it themselves. I chose portions of the hunt and conducted the hunt verbally while telling them the story. They had two maps of China on their desks while they hunted. I told them a portion of the hunt every day for two weeks. The suspense was fun for them.

Social studies teachers may wish to add a challenging dimension by adding questions that require using a scale of miles.

This lesson should come toward the end of the geography unit so that the students have some familiarily with the geography of China.

Where in China is Wu Chang?

Welcome to the challenge! Your name is Peter Wong, school detective. Your mission is to follow the trail of the missing professor, "Daring Wu Chang." He disappeared from Beijing Normal University and has set off on a strange and dangerous journey. To track him, you must retrace his steps using the clues below , the map of China, and books in your classroom on China. You and your ancient assistant (your teacher) will have to use all of your map skills to catch the rascal. Answer as many questions as you can along the way. Ready, set, GO!

1. It's been days since you sent out a "Missing Person" description of Wu Chang to all police in China. Then, suddenly, your office get a phone call from police on a Chinese Island east of a strait, saying he just spotted Wu Chang.

What is the name of the island where Wu Chang was seen? ____________________

It is east of what strait? ____________________________________

2. By the time you get there the next day, Wu Chang is gone. He was last seen heading towards a city whose two words rhyme.

What is the name of this city close to Guangzhou? ________________________________

3. Rent a junk and head toward the setting sun.

On what river are you sailing? ______________________________

4. When you reach the end of the river, trade your boat for a horse.

When you mount your horse, you will be north of what country that borders China?

____________________ How many countries border China? ____________________

5. Continue riding west until you see a geographical formation that covers 1/3 of China's land.

What are these mountains called? ____

What is the highest mountain this range, which is called Qomolangma by the Chinese? __________________________________

These mountains are on the border of what two countries? ____________________

____

6. At dawn, your eyes rise to witness the largest plateau in the world. A plateau is a flat, elevated area of land. You take your horse to the capital city in the autonomous region where the world's highest mountains reside. Go to a monastery where you see a statue of the Buddha. Ask a monk for a letter that was left for you.

What is the name of this city? ________________

What is the name of this region which is called "the roof of the world."

7. You are shocked when you see where your adventure leads you! You must give your horse to a Sherpa guide who will lead you over high trails in the mountains. You are encouraged because this Sherpa led Wu Chang over the same trail only one week ago. You are headed for the mountains which are the source of China's two greatest rivers.

What mountains are your destination? ____________________________________

8. When you reach the mountains, you stop at a small village where you purchase a scarf, water, and supplies to cross one of the world's hottest deserts. This desert is so hot that raindrops evaporate before they touch the ground. The Sherpa guide refuses to go into this desert and finds a nomad who is willing to take you across the treacherous land. You are worried because of the amount of money you have to spend to buy two camels for you and your guide.

What desert looms before you? ______________________________

What is the name of the currency you traded your American money for in the capital city? __________________

9. Your journey is uneventful on the first day. Although you and your guide do not speak the same language, you seem to communicate easily enough. At dawn during the second day, huge, shifting sand dunes seem to be moving. The guide motions you to cover your face to protect yourself from the sandstorm while he pitches a tent. You try to ask him how long you can expect to be holed up in this canvas prison. He uses his fingers to let you know that you could be there for days! Finally, you see air without sand particles. It seems longer than two days since you didn't have sand in your teeth. You've had your fill of deserts, but alas! The letter with the hand-drawn map points you to another one of the world's biggest deserts. Much of this desert is on the northern border of China. This desert is made up mainly of rock and gravel.

What is the name of this desert? ________________________________

What country borders the desert with China? _________________________

10. The nomad indicates that he must leave and assures you that the map is clear enough for you to follow. He also tells you that you will need to rent a sampan when

you travel south to reach the river which is known as "China's Sorrow." You are glad that you are in an area that has fertile topsoil. The yellow-gray dust of the desert is rich in lime. With the wheat in the background, you purchase potatoes, cabbages, tomatoes, melons, onions, and corn to place in your backpack for the trip ahead. This will be the only portion of the trip where you will have to be on foot.

What is the name of the river? ______________________________

11. You know you are close to the river when you see the dikes. Dikes are high banks of earth along the edges of rivers. Over 4,000 years ago, an engineer named Yu and many workers were successful in a project to build dikes to protect people from the overflow of this river which had caused much damage and killed many people. The people were so grateful that they made Yu an emperor. Legend has it that this river did not flood for 1,000 years after Yu's accomplishment.

What is the name of this river? ______________________________

12. As you travel along the river, you see how the water is diverted to irrigate paddies and create fish farms. You stop at one of these farms to buy some carp to eat for dinner. It has been a long time since you've seen a horse, and the prospect of riding one again appeals to you. You buy your horse just before you see a huge wall ahead of you.

What is the crop that is grown in these paddies? ____________________

What is the name of the wall that you see? _________________________

13. You ride your horse on the largest structure in the world. It curves along three provinces. You remember that your next clue to the whereabouts of Wu Chang will be found on this walkway of great square stones. It has been so long since you've looked at the letter that you read it again and almost miss your connection. A woman who is a part of the culture that comprises 94% of the Chinese population will hand you directions. You will know her because she will be wearing a Phoenix Suns t-shirt. You try to spot the purple and orange of the familiar Phoenix Suns logo. It is difficult because there are hundreds of tourists ahead. You turn around from where you just came and see her also appearing to be searching for something. You exchange pleasantries and she hands you envelope number two.

What is the name of the culture to which the woman belongs? _______________

What language does she speak? ____

14. The other tourists are not happy about you being on a horse. You are able to trade the horse for supplies with a man who is leaving the wall. The letter says you are to leave the wall at the capital city and head for the largest public square in the world. Your next clue will be under the picture of the first leader of the Chinese Communist

Party.

What is the capital of China? ______________________

What is the name of the public square? _______________________

Who is in the large picture? ________________________________

15. You know you're headed in the right direction on the square when you see a Phoenix Suns t-shirt in the distance. You walk with your source through a huge gate where ordinary people were not allowed in ancient times. You are glad that it is the twenty-first century because you are not a member of the emperor's family or a government official and you are still allowed to enter. Your guide tells you that you are on the last part of your journey. Although you are glad to be in a large city, you weren't prepared for the millions of people or all of the bikes that crowd the streets.

What is the name of the place where ordinary people weren't allowed in ancient times? _________________________________

16. You leave your new friend at the longest canal in the world. He tells you that your next contact will be in the largest city in China. He warns you that there are many foreign visitors which will make it necessary to really keep your eyes open for your next clue. Since this city is a major port, it is a leader in business and trade. You are to look for a young man in - you guessed it - a Phoenix Suns t-shirt. He will be selling a device used from ancient times to the present for addition.

What is the name of the longest canal in the world? ______________________

What is the name of the largest city in China? ___________________________

What is the name of the device used to add? ___________________

17. As you travel along the canal, the weather is warm and humid. Another tourist in your boat tells you that 90% of China's people live along the coastal plains because of the fertile land. The smell of manure permeates the air. The terraced fields are a beautiful site. The beasts of burden stare at us as we go by.

Name a crop seen on your trip. ______________________________________

What are the large animals that you see? ________________________________

What is the name of the sea east of the canal? ____________________________

18. You reach the largest city in China and head for the port. It is difficult to locate your next connection because of the tourists. You stop to eat along the water. You have gotten pretty good at using the eating tools used in China. There are some boats

with sails loaded with cargo drifting idly in the harbor. As you finish your meal , you hear a male voice saying thank you in Chinese.

What are the eating tools called that are used in China? ________________________

What are the boats that are loaded with cargo? ______________________________

How do you say thank you in Chinese? _____________________________________

19. You approach the young man in the purple and orange t-shirt and are surprised that he speaks English. He tells you that he is from the U.S. and is attending a university in Beijing. Selling his handmade wares is his summer job. Wu Chang was his favorite teacher at Beijing Normal University. He has committed to help you find Wu Chang. He has been in contact with Wu Chang's father who lives in a city south of the largest city in China. The father said that he would speak with us in a park any morning when he finished his exercises with his other elderly friends. He stays and chats with his friends after this daily ritual.

What is the name of the first city south of the largest city in China? _______________

What is the name of the exercise that is popular all over China? _________________

20. Your new friend tells you that he will accompany you on the rest of the trip. You are glad to have some companionship. Although it has been an interesting adventure, you really are quite lonely because you don't speak Chinese and have become frustrated on many occasions because of the communication problems you have had. You take the train to Hangzhou to meet the father of the elusive Wu Chang. As he told my new friend, Bobby Tang, Wu Chang's father was relaxing with his friends sitting on a wall. Each of the men wore a beret, balanced a cane on the ground, and sported long goatees. Bobby asked the gentlemen which one was the father of Wu Chang. The man on the end turned around and showed the logo of Beijing Normal University. He was very proud of his son's education. He told Bobby the only reason he agreed to meet with us was because of Bobby's concern for the safety of Wu Chang. When you explain to Mr. Wu that the police are involved in searching for his son, he agrees to cooperate in locating Chang. He asks us to follow him to his home. We hear him opening and closing drawers in another room. His activities are cloaked in secrecy. When he returns to the front room, he hands us an envelope and tells us not to open it until we go to see Chang's brother in the Venice of the East. He is living in a houseboat on a canal. It is a city west of the largest city in China.

What is the name of the Venice of the East? ___________________________

We crisscross canals in tourist boats until we see a houseboat with the symbol of Beijing Normal University on the door. We ask our captain to pull over so that we can knock on the door . Bobby recognizes Wu Chang's brother right away because he was a guest speaker at the university once. I am clueless as they converse in

Chinese. He tells Bobby that his father called and told them of their impending visit. It is time to open the envelope. We open it and money tumbles to the floor.

We are to go immediately to the airport in the largest city and purchase two tickets to a city located deep in the mountains with limestone peaks. There are valleys, rice fields, and underground caves. We are excited because this city is supposed to have the most beautiful scenery in China. This city is south of the fourth longest river in the world. The river's name means "Great River" in Chinese.

What is the name of the city to which we are flying? ______________________________

What is the name of the fourth longest river in the world? ________________________

21. We both want a window seat as we fly over China's most productive agricultural regions. The terraced fields grow over 1/2 of China's food staple. This area is called China's _________bowl. We land at the airport where we are met by two of Wu Chang's university colleagues. They decide that we need to have a few days to relax. After we check in to our hotel, we head for the hills. After a refreshing swim in the Li river, we are ready for a good meal and bed. Our new friends tell us to be ready at 8 a.m. because we would be heading northwest on a day trip to the home of the Grand Buddha. This structure is more than 70 meters tall and overlooks three rivers. It was built to protect water travelers.

What is the name of the home of the Grand Buddha? __________________________

22. After another good night of rest, we are anxious to reach the end of our quest. Our friends tell us that tomorrow we will meet Wu Chang. We pass nature reserves where a popular animal of China lives. There are fewer than 1000 of them left in the world.

What lives in the reserves that you pass? __________________________

23. We have a serene feeling as we view the Grand Buddha. It seems fitting that we should be here the day before we meet Wu Chang. We board a plane south of China's Sorrow to fly to a city where 7000 terra cotta soldiers were unearthed in modern times. They were found with weapons, chariots, and bronze horses. The first emperor of the Qin Dynasty had them built to accompany him for eternity.

What is the name of the city where the terra cotta soldiers were found? __________

What is the name of the emperor that ordered the soldiers to be made? ___________

24. We had read about the terra cotta soldiers in school and the National Geographic and could hardly believe that we were about to see them! We entered the dim area where the terra cotta soldiers were guarding below the surface of the sidewalk where tourists walked. Wu Chang's brother was the only one who knew where his brother was and why he was here. He told us that he was wearing - you guessed it - a Phoenix Suns t-shirt! As we walked around the first corner we could see partially

buried soldiers seemingly struggling to enter the twenty-first century. Lights were propped at an angle near one of the soldiers. We saw a man gently scraping an arm of a soldier. Bobby yelled, " Mr. Wu. I'm so happy to see you." Mr. Wu motioned him to be quiet and made his way to the walkway we were on. He shook Bobby's hand and greeted his colleagues with a look that was a mixture of friendliness and defeat. After introductions, I explained that I was aiding the police in Beijing because he was feared dead.

He laughed and said, " I'm not dead, but I've certainly been out of sight. I was under a vow of complete secrecy on an archaeological dig that would unearth another chariot. Now I'll never know if I could have found it. Oh, well! I wouldn't want all of the police in China looking for me. I thought these soldiers would keep my secret. My father was the only one that knew my mission. His wisdom convinced me that I could not pursue my dream if many friends and colleagues were in pain fearing for my destiny. Let me show you around. "

Our mission was over. We had found Wu Chang. A happy feeling was tempered by the thought that we had robbed a world-famous archaeology professor of his lifelong dream. Maybe he'll get another opportunity. I hope so!

Where in China is Wu Chang?

Welcome to the challenge! Your name is Peter Wong, school detective. Your mission is to follow the trail of the missing professor, "Daring Wu Chang." He disappeared from Beijing Normal University and has set off on a strange and dangerous journey. To track him, you must retrace his steps using the clues below , the map of China, and books in your classroom on China. You and your ancient assistant (your teacher) will have to use all of your map skills to catch the rascal. Answer as many questions as you can along the way. Ready, set, GO!

1. It's been days since you sent out a "Missing Person" description of Wu Chang to all police in China. Then, suddenly, your office get a phone call from police on a Chinese Island east of a strait, saying he just spotted Wu Chang.

What is the name of the island where Wu Chang was seen? Taiwan

It is east of what strait? Taiwan Strait

2. By the time you get there the next day, Wu Chang is gone. He was last seen heading towards a city whose two words rhyme.

What is the name of this city close to Guangzhou? Hong Kong

3. Rent a junk and head toward the setting sun.

On what river are you sailing? Xi River

4. When you reach the end of the river, trade your boat for a horse.

When you mount your horse, you will be north of what country that borders China?

Vietnam How many countries border China? 11

5. Continue riding west until you see a geographical formation that covers 1/3 of China's land.

What are these mountains called? Himalayans

What is the highest mountain this range, which is called Qomolangma by the Chinese? Mt. Everest

These mountains are on the border of what two countries? China

Nepal

6. At dawn, your eyes rise to witness the largest plateau in the world. A plateau is a flat, elevated area of land. You take your horse to the capital city in the autonomous region where the world's highest mountains reside. Go to a monastery where you see a statue of the Buddha. Ask a monk for a letter that was left for you.

What is the name of this city? Lhasa

What is the name of this region which is called "the roof of the world."Tibet

7. You are shocked when you see where your adventure leads you! You must give your horse to a Sherpa guide who will lead you over high trails in the mountains. You are encouraged because this Sherpa led Wu Chang over the same trail only one week ago. You are headed for the mountains which are the source of China's two greatest rivers.

What mountains are your destination? Kunlun Mountains

8. When you reach the mountains, you stop at a small village where you purchase a scarf, water, and supplies to cross one of the world's hottest deserts. This desert is so hot that raindrops evaporate before they touch the ground. The Sherpa guide refuses to go into this desert and finds a nomad who is willing to take you across the treacherous land. You are worried because of the amount of money you have to spend to buy two camels for you and your guide.

What desert looms before you? Taklimakan

What is the name of the currency you traded your American money for in the capital city? Yuan

9. Your journey is uneventful on the first day. Although you and your guide do not speak the same language, you seem to communicate easily enough. At dawn during the second day, huge, shifting sand dunes seem to be moving. The guide motions you to cover your face to protect yourself from the sandstorm while he pitches a tent. You try to ask him how long you can expect to be holed up in this canvas prison. He uses his fingers to let you know that you could be there for days! Finally, you see air without sand particles. It seems longer than two days since you didn't have sand in your teeth. You've had your fill of deserts, but alas! The letter with the hand-drawn map points you to another one of the world's biggest deserts. Much of this desert is on the northern border of China. This desert is made up mainly of rock and gravel.

What is the name of this desert? Gobi

What country borders the desert with China? Mongolia

10. The nomad indicates that he must leave and assures you that the map is clear enough for you to follow. He also tells you that you will need to rent a sampan when you travel south to reach the river which is known as "China's Sorrow." You are glad that you are in an area that has fertile topsoil. The yellow-gray dust of the desert is rich in lime. With the wheat in the background, you purchase potatoes, cabbages, tomatoes, melons, onions, and corn to place in your backpack for the trip ahead. This will be the only portion of the trip where you will have to be on foot.

What is the name of the river? Yellow River

11. You know you are close to the river when you see the dikes. Dikes are high banks of earth along the edges of rivers. Over 4,000 years ago, an engineer named Yu and many workers were successful in a project to build dikes to protect people from the overflow of this river which had caused much damage and killed many people. The people were so grateful that they made Yu an emperor. Legend has it that this river did not flood for 1,000 years after Yu's accomplishment.

What is the Chinese name of this river? Huang Ho

12. As you travel along the river, you see how the water is diverted to irrigate paddies and create fish farms. You stop at one of these farms to buy some carp to eat for dinner. It has been a long time since you've seen a horse, and the prospect of riding one again appeals to you. You buy your horse just before you see a huge wall ahead of you.

What is the crop that is grown in these paddies? rice

What is the name of the wall that you see?The Great Wall of China

13. You ride your horse on the largest structure in the world. It curves along three provinces. You remember that your next clue to the whereabouts of Wu Chang will be found on this walkway of great square stones. It has been so long since you've looked at the letter that you read it again and almost miss your connection. A woman who is a part of the culture that comprises 94% of the Chinese population will hand you directions. You will know her because she will be wearing a Phoenix Suns t-shirt. You try to spot the purple and orange of the familiar Phoenix Suns logo. It is difficult because there are hundreds of tourists ahead. You turn around from where you just came and see her also appearing to be searching for something. You exchange pleasantries and she hands you envelope number two.

What is the name of the culture to which the woman belongs? Han

What language does she speak? Mandarin Chinese

14. The other tourists are not happy about you being on a horse. You are able to trade the horse for supplies with a man who is leaving the wall. The letter says you are to leave the wall at the capital city and head for the largest public square in the world. Your next clue will be under the picture of the first leader of the Chinese Communist Party.

What is the capital of China? Beijing

What is the name of the public square? Tiananmen Square

Who is in the large picture? Mao Zedong

15. You know you're headed in the right direction on the square when you see a Phoenix Suns t-shirt in the distance. You walk with your source through a huge gate where ordinary people were not allowed in ancient times. You are glad that it is the twenty-first century because you are not a member of the emperor's family or a government official and you are still allowed to enter. Your guide tells you that you are on the last part of your journey. Although you are glad to be in a large city, you weren't prepared for the millions of people or all of the bikes that crowd the streets.

What is the name of the place where ordinary people weren't allowed in ancient times? Forbidden City

16. You leave your new friend at the longest canal in the world. He tells you that your next contact will be in the largest city in China. He warns you that there are many foreign visitors which will make it necessary to really keep your eyes open for your next clue. Since this city is a major port, it is a leader in business and trade. You are to look for a young man in - you guessed it - a Phoenix Suns t-shirt. He will be selling a device used from ancient times to the present for addition.

What is the name of the longest canal in the world? Grand Canal

What is the name of the largest city in China? Shanghai

What is the name of the device used to add? abacus

17. As you travel along the canal, the weather is warm and humid. Another tourist in your boat tells you that 90% of China's people live along the coastal plains because of the fertile land. The smell of manure permeates the air. The terraced fields are a beautiful site. The beasts of burden stare at us as we go by.

Name a crop seen on your trip. rice, wheat, barley, peanust, lichees, citrus fruits, sweet peas, sugar cane, tea

What are the large animals that you see? water buffalo

What is the name of the sea east of the canal? Yellow Sea

18. You reach the largest city in China and head for the port. It is difficult to locate your next connection because of the tourists. You stop to eat along the water. You have gotten pretty good at using the eating tools used in China. There are some boats with sails loaded with cargo drifting idly in the harbor. As you finish your meal , you hear a male voice saying thank you in Chinese.

What are the eating tools called that are used in China? chopsticks

What are the boats that are loaded with cargo? junks

How do you say thank you in Chinese? xiexie - pronounced shi-eh, shi-eh

19. You approach the young man in the purple and orange t-shirt and are surprised that he speaks English. He tells you that he is from the U.S. and is attending a university in Beijing. Selling his handmade wares is his summer job. Wu Chang was his favorite teacher at Beijing Normal University. He has committed to help you find Wu Chang. He has been in contact with Wu Chang's father who lives in a city south of the largest city in China. The father said that he would speak with us in a park any morning when he finished his exercises with his other elderly friends. He stays and chats with his friends after this daily ritual.

What is the name of the first city south of the largest city in China? Hangzhou

What is the name of the exercise that is popular all over China? Tai Chi

20. Your new friend tells you that he will accompany you on the rest of the trip. You are glad to have some companionship. Although it has been an interesting adventure, you really are quite lonely because you don't speak Chinese and have become frustrated on many occasions because of the communication problems you have had. You take the train to Hangzhou to meet the father of the elusive Wu Chang. As he told my new friend, Bobby Tang, Wu Chang's father was relaxing with his friends sitting on a wall. Each of the men wore a beret, balanced a cane on the ground, and sported long goatees. Bobby asked the gentlemen which one was the father of Wu Chang. The man on the end turned around and showed the logo of Beijing Normal University. He was very proud of his son's education. He told Bobby the only reason he agreed to meet with us was because of Bobby's concern for the safety of Wu Chang. When you explain to Mr. Wu that the police are involved in searching for his son, he agrees to cooperate in locating Chang. He asks us to follow him to his home. We hear him opening and closing drawers in another room. His activities are cloaked in secrecy. When he returns to the front room, he hands us an envelope and tells us not to open it until we go to see Chang's brother in the Venice of the East. He is living in a houseboat on a canal. It is a city west of the largest city in China.

What is the name of the Venice of the East? Suzhou

We crisscross canals in tourist boats until we see a houseboat with the symbol of Beijing Normal University on the door. We ask our captain to pull over so that we can knock on the door . Bobby recognizes Wu Chang's brother right away because he was a guest speaker at the university once. I am clueless as they converse in Chinese. He tells Bobby that his father called and told them of their impending visit. It is time to open the envelope. We open it and money tumbles to the floor.
We are to go immediately to the airport in the largest city and purchase two tickets to a city located deep in the mountains with limestone peaks. There are valleys, rice fields, and underground caves. We are excited because this city is supposed to have the most beautiful scenery in China. This city is south of the fourth longest river in the world. The river's name means "Great River" in Chinese.

What is the name of the city to which we are flying? Guilin

What is the name of the fourth longest river in the world? Yangtze

21. We both want a window seat as we fly over China's most productive agricultural regions. The terraced fields grow over 1/2 of China's food staple. This area is called China's ________bowl. We land at the airport where we are met by two of Wu Chang's university colleagues. They decide that we need to have a few days to relax. After we check in to our hotel, we head for the hills. After a refreshing swim in the Li river, we are ready for a good meal and bed. Our new friends tell us to be ready at 8 a.m. because we would be heading northwest on a day trip to the home of the Grand Buddha. This structure is more than 70 meters tall and overlooks three rivers. It was built to protect water travelers.

What is the name of the home of the Grand Buddha? Leshan

22. After another good night of rest, we are anxious to reach the end of our quest. Our friends tell us that tomorrow we will meet Wu Chang. We pass nature reserves where a popular animal of China lives. There are fewer than 1000 of them left in the world.

What lives in the reserves that you pass? pandas

23. We have a serene feeling as we view the Grand Buddha. It seems fitting that we should be here the day before we meet Wu Chang. We board a plane south of China's Sorrow to fly to a city where 7000 terra cotta soldiers were unearthed in modern times. They were found with weapons, chariots, and bronze horses. The first emperor of the Qin Dynasty had them built to accompany him for eternity.

What is the name of the city where the terra cotta soldiers were found?Xian

What is the name of the emperor that ordered the soldiers to be made? Qin Shi Huang

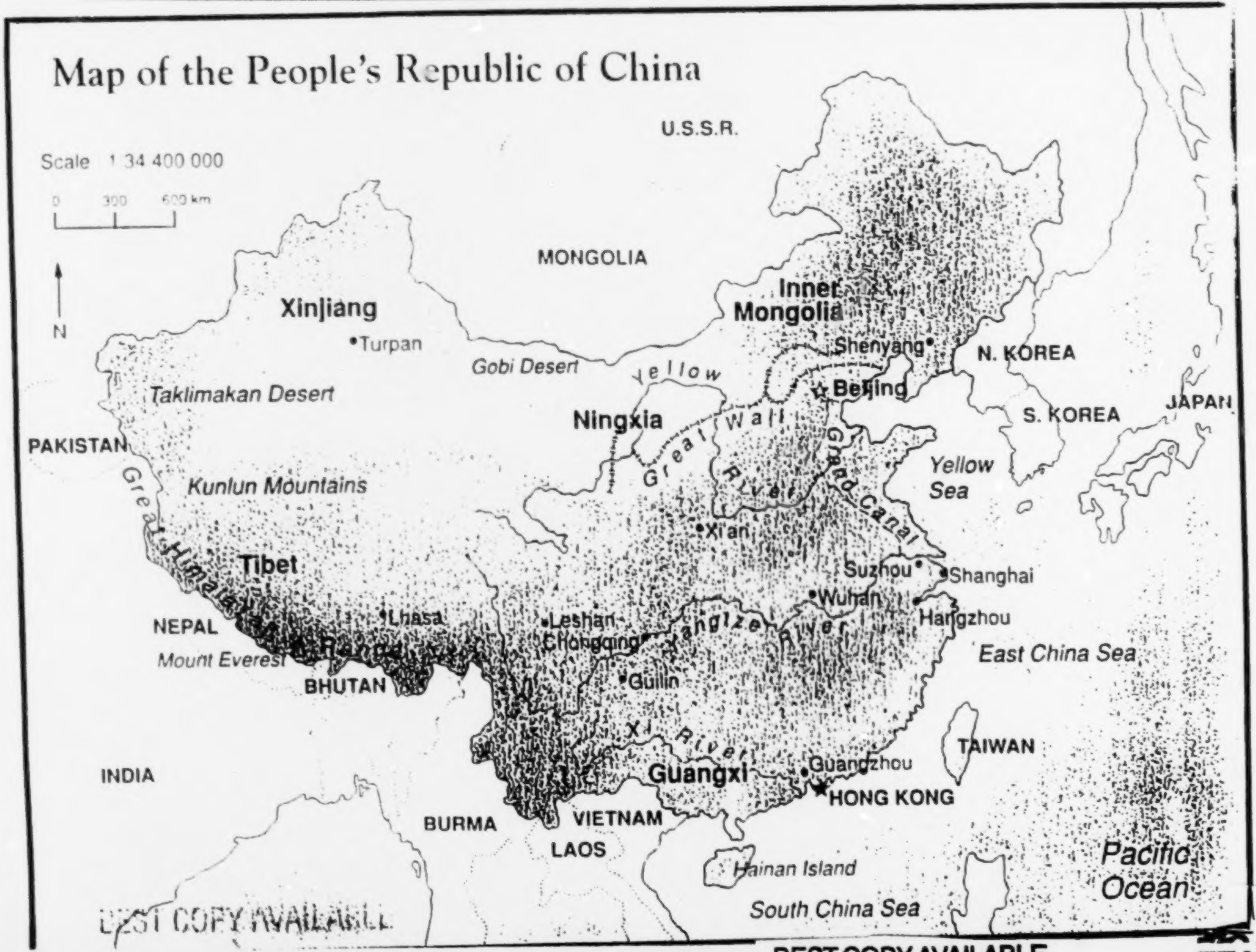
Di

24. We had read about the terra cotta soldiers in school and the National Geographic and could hardly believe that we were about to see them! We entered the dim area where the terra cotta soldiers were guarding below the surface of the sidewalk where tourists walked. Wu Chang's brother was the only one who knew where his brother was and why he was here. He told us that he was wearing - you guessed it - a Phoenix Suns t-shirt! As we walked around the first corner we could see partially buried soldiers seemingly struggling to enter the twenty-first century. Lights were propped at an angle near one of the soldiers. We saw a man gently scraping an arm of a soldier. Bobby yelled, " Mr. Wu. I'm so happy to see you." Mr. Wu motioned him to be quiet and made his way to the walkway we were on. He shook Bobby's hand and greeted his colleagues with a look that was a mixture of friendliness and defeat. After introductions, I explained that I was aiding the police in Beijing because he was feared dead.

He laughed and said, " I'm not dead, but I've certainly been out of sight. I was under a vow of complete secrecy on an archaeological dig that would unearth another chariot. Now I'll never know if I could have found it. Oh, well! I wouldn't want all of the police in China looking for me. I thought these soldiers would keep my secret. My father was the only one that knew my mission. His wisdom convinced me that I could not pursue my dream if many friends and colleagues were in pain fearing for my destiny. Let me show you around. "

Our mission was over. We had found Wu Chang. A happy feeling was tempered by the thought that we had robbed a world-famous archaeology professor of his lifelong dream. Maybe he'll get another opportunity. I hope so!

Map of the People's Republic of China


Scale 1:34 400 000
0 300 600 km
N
U.S.S.R.
MONGOLIA
Xinjiang
Turpan
Gobi Desert
Taklimakan Desert
Inner Mongolia
Shenyang
N. KOREA
Beijing
S. KOREA
JAPAN
Yellow
Ningxia
Great Wall
PAKISTAN
Kunlun Mountains
Great Himalayan Range
River
Grand Canal
Yellow Sea
Xi'an
Tibet
Suzhou
Shanghai
Wuhan
NEPAL
Lhasa
Leshan
Yangtze River
Hangzhou
Mount Everest
Chongqing
East China Sea
BHUTAN
Guilin
Xi River
TAIWAN
INDIA
Guangzhou
Guangxi
HONG KONG
BURMA
VIETNAM
LAOS
Hainan Island
Pacific Ocean
South China Sea

CLOSING THE BOX

By this point, your students should have the salt dough map inside the bottom of the pizza box. The inside of the lid will have the Geopoem and illustrations on it. The outside cover of the box will have the three-dimensional map. You are now ready to put on the finishing touches.

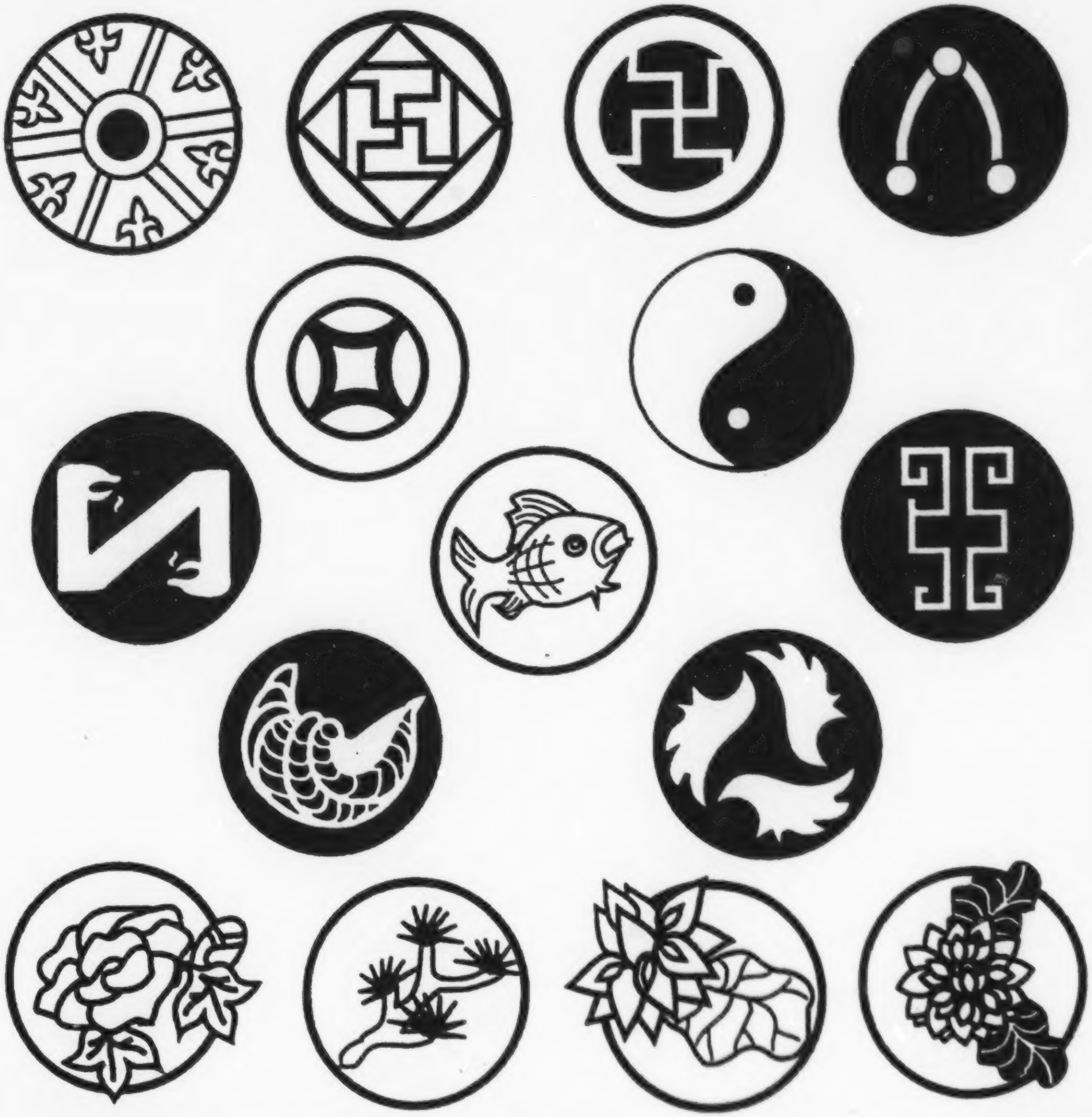
The following Chinese designs should be copied for students to choose. They should be colored and cut in strips, then glued to the outside rim of the pizza box. None of the original box will be showing.

All of the maps, worksheets should be put inside the box so that the children have all of the information about the geography of China at their fingertips. If you want to display them at a parent information night, mount the maps on a poster board above the pizza box.

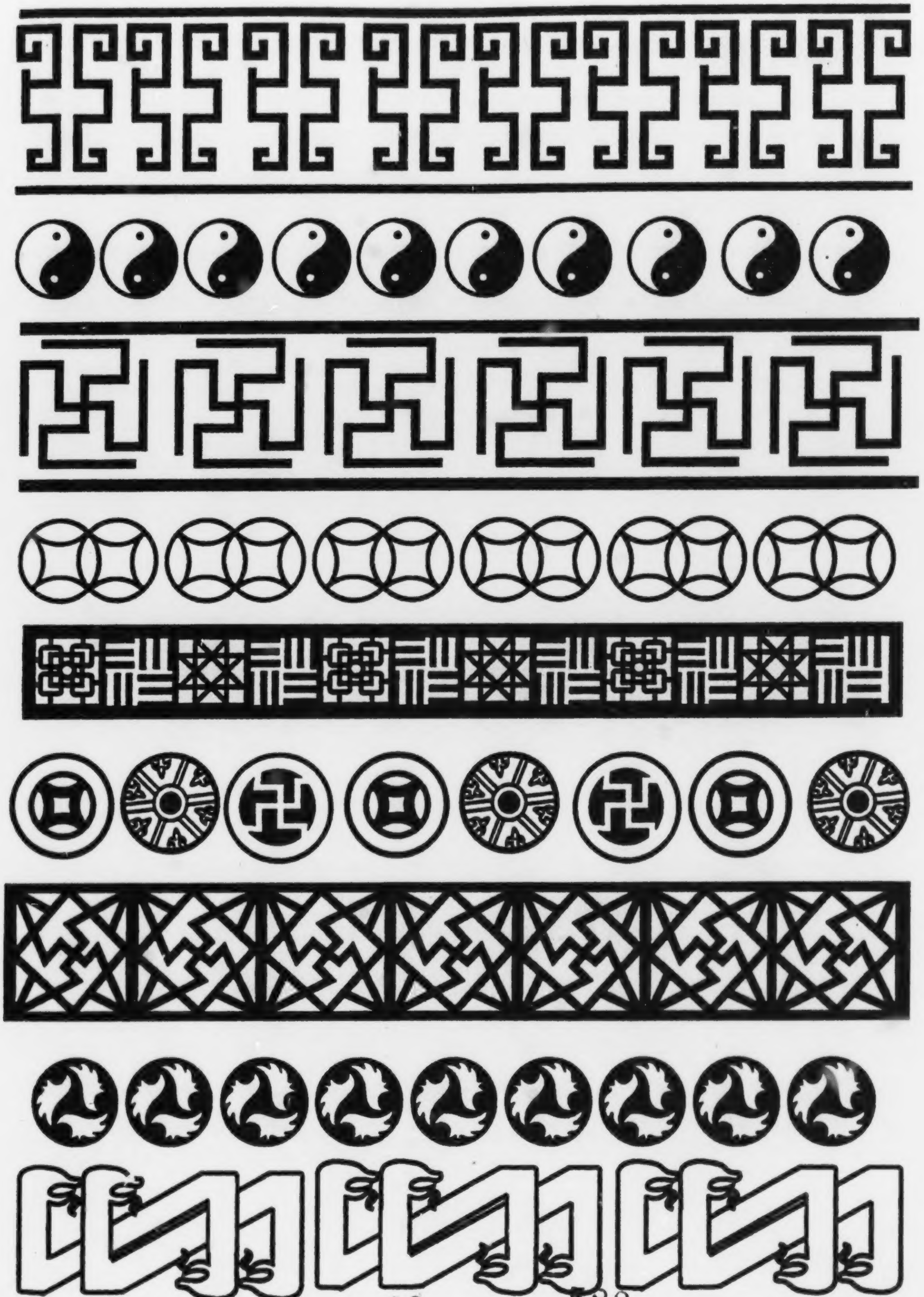
Use your best China!!

China

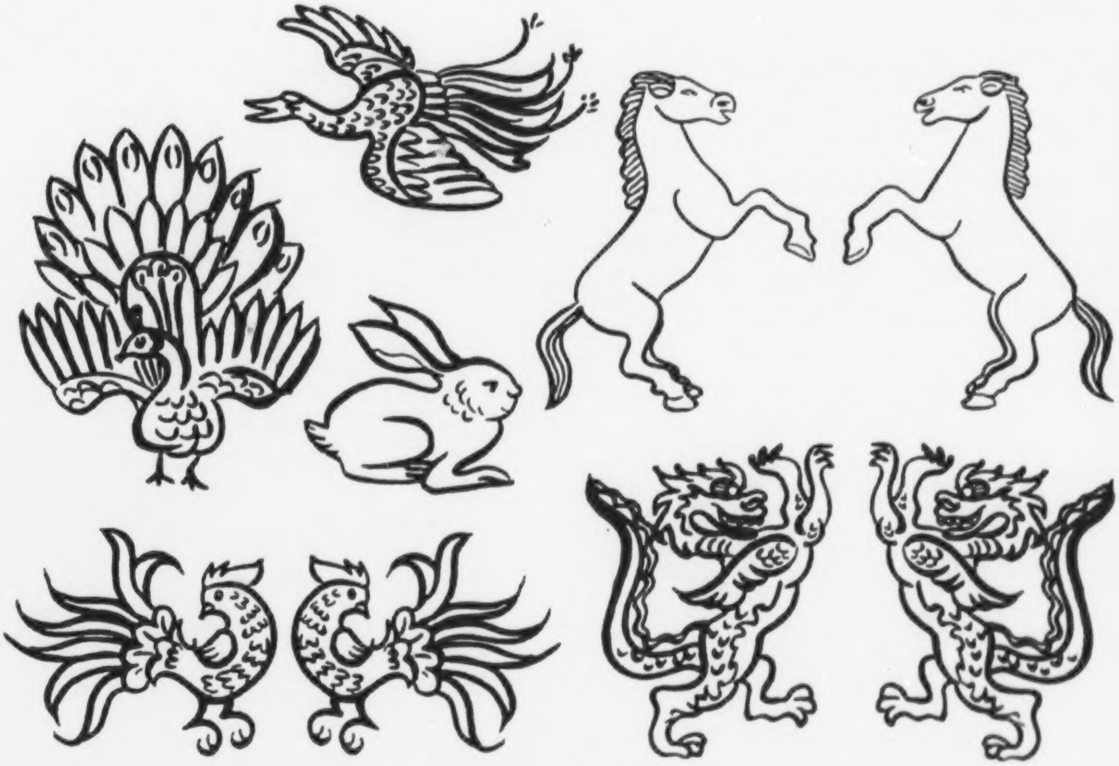
The Chinese artist's palette uses the beauty of nature, the seasons of the year and every season of a person's life from birth to old age. The crossed paths, or gammadion symbol (two versions below) is often seen and symbolizes the four directions plus center; the human race. The Lotus flower symbol, signifying marriage, is very evident in their art. Every part of this highly prized plant is used by the Chinese culture; the roots make cooling beverages, the leaves are used to cover food in cooking, the flowers are used for decoration and to make fragrances. Chinese surround themselves with beauty; lacy wooden latticework panels adorn palaces and homes, pairs of protective animal figurines stand guard at doorways and gates, and rich embroidered fabrics and tapestries are covered with motifs featuring nature symbols from every season.



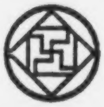
China

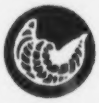


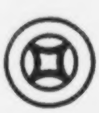
China

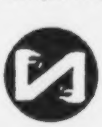


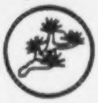
Symbols and their Meanings

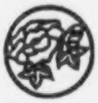

human race

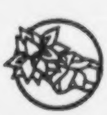

shell: victory (lo)

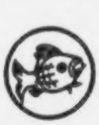

moon (ch'ien)

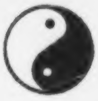

dragon (lung)

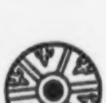

pine: immortality

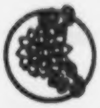

peony: spring

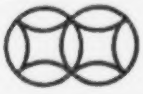

lotus: marriage

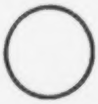

fish: abundance (yu)

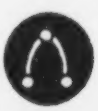

balance and harmony
(yin-yang)

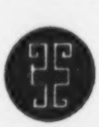

spinning wheel:
law (lun)

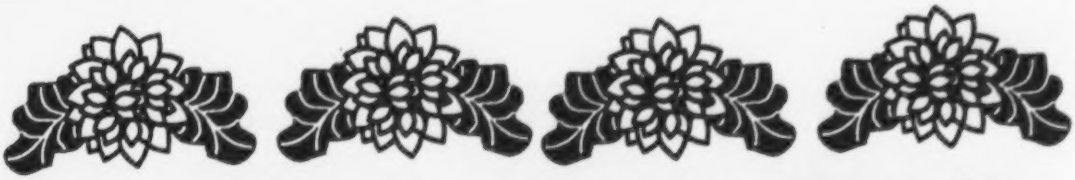

chrysanthemum:
joy in retirement

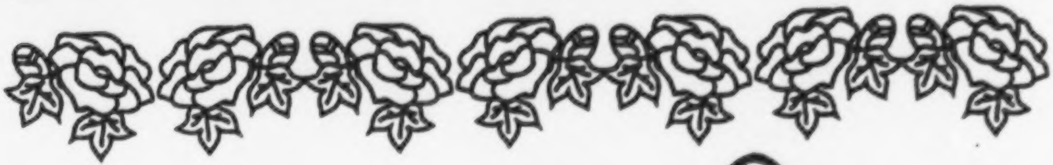

good luck

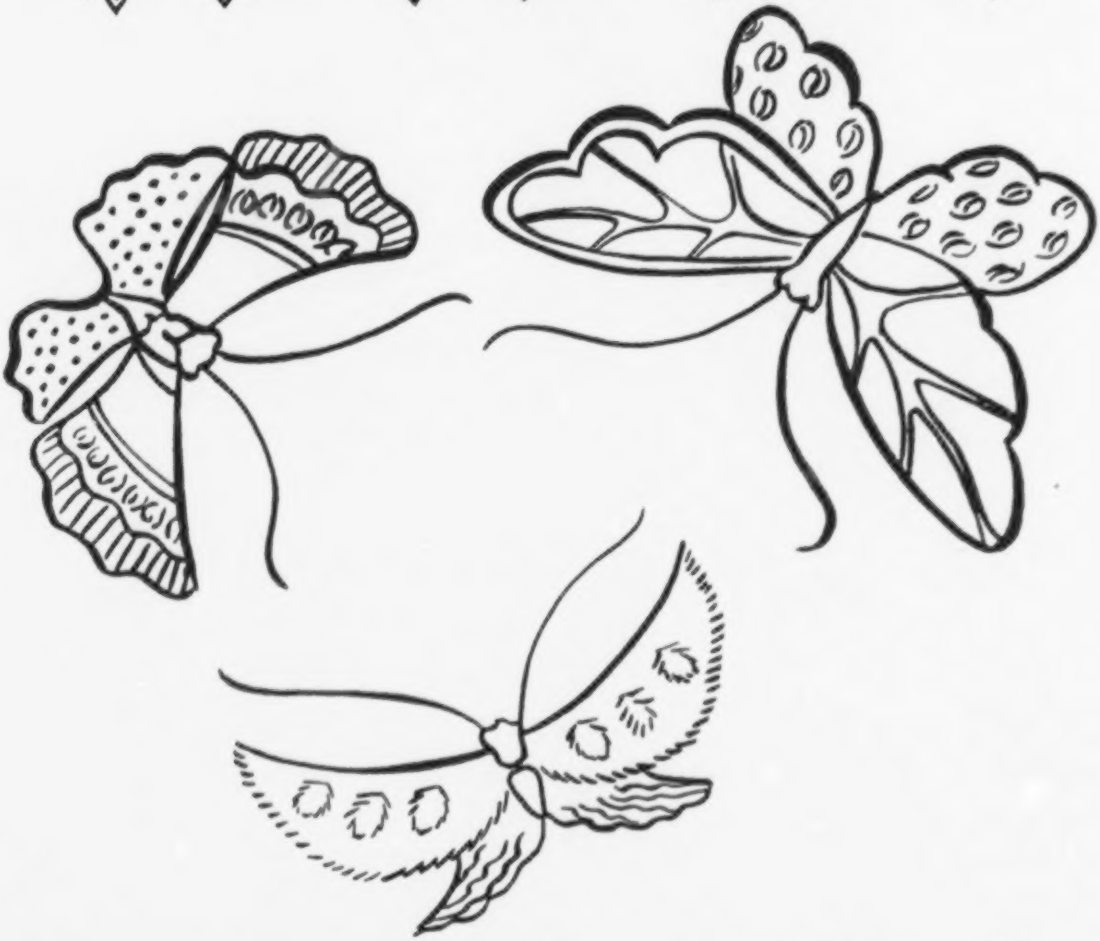

sun (chu)

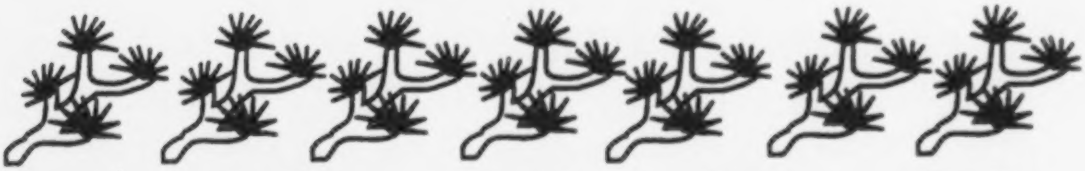

three stars (hsing chen)

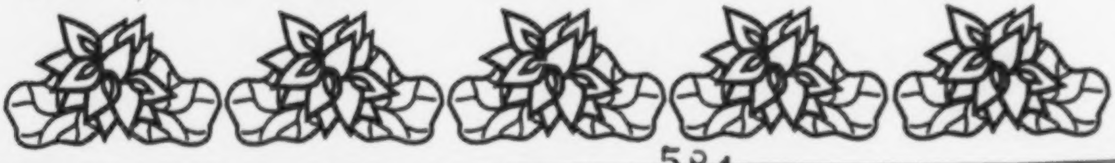

cloud and thunder symbol











What If?

A Curriculum Project
Designed to Expand the Student's
Perspectives of China

by

Lani Nahleen Pang

Fall 1999

WHAT IF?

Project Statement

The purpose of this project is to develop a curriculum unit with clear goals, breadth and balance, relevance, continuity and coherence. Common goals among all educators when formulating a curriculum unit is to develop students' knowledge, higher order thinking, creativity, learning skills and attitudes.

With all these things in mind, along with the interests of my specific student population (predominantly second generation Chinese-American teenagers), my project was tailored to meet the needs of my students and my community. However, this unit can be modified and will work with any age group, any ethnicity, and within any humanities-based course.

The main theme of my curriculum unit is: "What if...?". Its premise is what if they were growing up in China or Hong Kong right now instead of the United States. What would life be like. We start with an interview process, move into research, then using their imagination - speculate on their life now if they were in China. Then the individual essays are consolidated into group work and then actualized into an end of the semester play which is videotaped. At the end of the semester, within one class, we will have five plays complete with cultural background,educational context, dialogue, and action. Ultimately, we have developed not only our minds but a deeper understanding of both the American and the Chinese culture.

Now I would like to outline the procedures by which I developed this project. I have included some excerpts of students' works , some Chinese cultural highlights and a brief summary of what I learned about the educational system from the Fulbright Seminars by way of illustrating what I am talking about. A reading list is also provided for fellow Fulbright participants and colleagues who wish to pursue further research for this curriculum unit.

WHAT IF...?

Interview

Have students interview someone from China, Hong Kong or Taiwan. If students have someone from their family such as their father or mother, that would be great. Perhaps there is a Chinese community within their locale where there is someone to interview or interview someone from China on the internet.

Step 1: Prepare the students by pointing out the basic questions: Who, What, When, Where, Why

Step 2: Students write an essay based on the interview(s)

Step 3: Students imagine themselves in the interviewee's position

Purpose of this activity is to encourage students to identify with the thoughts and problems of the interviewee(s) and to be able to ask research questions.

Knowledge Chart

Share with students knowledge/information on education and culture accumulated from China. Then open up discussion to ask research questions for the"What If..?" project.

Step 1: *Know:* Ask the students to tell you what they know about student life in China.

Step 2: *Want to Know:* Ask students what they want to know. Break students up into groups of 5-6. Assign questions to each group.

Step 3: *Share:* After researching the answers students come back to their respective group and share with first their group members and then with the class.

This is a way for students to share what they know and to ask research questions that they will answer during this unit of study. Step 2 is a way to generate many ideas and one idea piggybacks onto the previous one, leading to fresh, new ways of looking at the theme.

Creativity & Imagination

This is a learning strategy that encourages the students to think about the theme of the lesson and to tie it to their own experience.

Step 1: Have students write an essay about what their life would be like if they were growing up in China now. If they could include activities they would participating in during a Chinese holiday, they would be more engaged. *(list of Chinese holidays included in the back)

Step 2: Have each student imagine that they are writing to a pen-pal in America inviting them to China, describing what they would be doing together if their friend from America did come to visit. It's a good idea to have them address the letter to a fellow classmate for it draws deeper student involvement.

Step 3: Have students exchange the letters and respond to them in writing.

This strategy allows the student to think about the topic when they are away from the classroom and makes the student reflect not only on their present life situation but those of someone else's from a different culture and perspective.

Developing a Story

This represents the cumulation of everything taught, researched, assimilated, and synthesized/created for this unit.

Step 1: Assuming that students have stayed in their groups of 5 members each, ask each group to develop a play about a student(s) in China.

Step 2: Stipulate that the play should have facts and cultural themes learned from research and knowledge gathered in class.

Step 3: Group develops a storyboard with dialogue and action from which a play that will last for 15-20 minutes will be developed and performed. It is suggested that you videotape the plays.

The major objective achieved through this project is not only building community within the classroom but also globally. This strategy helps students to synthesize information, share information, and polish their presentation skills.

Evaluation

This activity revisits what has been learned, gives the students an opportunity to comment on the different plays, and to respond and work together as a group once again.

Step 1: Self, group and audience evaluations of group performances.

Step 2: Televise excerpts from each play.

Step 3: Exchange critiques among groups.

Step 4: Vote for best plays and state reasons for why that group was chosen.

Step 5: Hand out awards to the groups with the best plays.

Step 6: Discuss how students' views of China has been enriched by this curriculum project.

The purpose of this activity reinforces the groups' cohesiveness as they work together again. This time it is in evaluating themselves and the other groups. It not only provides a forum for them to listen to others but also underscores the importance of community, not just locally but globally.

Epilogue

This project was enjoyed by the students and excited them to learn even more about what their contemporaries in China were doing . The play is a good way to consolidate all the information and interpret it personally. The videotaping of it was a good way to motivate the students to do their best for they would be viewing themselves afterwards. The handing out of certificates for best
plays was another way to reinforcing diligent work. I will continue to use this curriculum project in the years to come.

As I mentioned earlier, there is a list of Chinese holidays, a suggested reading list, and a short excerpt of some of my students' essays on life in China.
Included also is information on education in China with emphasis on the high school level plus a breakdown on three cities: Beijing, Shanghai, and Hong Kong.

Please read through this and I hope that your students will get as much out of this as mine have. My e-mail is :

atalante2@hotmail.com

Let me know what your students learned from this project. Thank you.

Education in China

Since 1978, China has adopted the education policy of "nine years compulsory schooling system". During this period, students will finish both the primary and junior middle-school program. For higher education, students must pass examinations of all levels. First, one must pass the entrance examination for senior middle schools or middle-level technical schools. Then after two-four years, the student may take the national college exam which takes place on July 7 - July 9. Because of the incredible stress, this period has been nicknamed "Black July".

Preschool education are for children age 3 to 6. Teaching values and virtues is a main agenda in the school curriculum at this tender age .

Primary school is six years and students are required to take a variety of subjects such as fundamental mathematics, moral education, and the Chinese language plus a foreign language, usually English.

High school education is divided into junior high and senior high. In junior high school, students begin to study chemistry, physics, biology, and geography. It should be noted that English is considered the official second language in most high schools.

It is in senior high school that students are encouraged to pursue a major. The goal for high school is to get at least 95% of the graduates to pass the college entrance exams and to to college. The importance of education has been emphasized since Confucius' time and teachers are still held in high esteem. Whereas in years past teaching was centered around academic studies, there is now a renewed interest in shaping the students morally to be" modest, hardworking, and practical". In order to attain both goals, intellectually and morally, students are required to take exams in all their subjects. these exams are held in the middle and the end of the semester. They are graded according to a 100 point system wit 60 points as passing. There are only two grades: pass or fail. Those who fail will have o take a make-up exam at the end of the school year. If a students fails in four subjects, he/she will have to stay behind and repeat the school year. Students are allowed to repeat the same grade only once. A student is judged morally first through self-appraisal. Then the head teacher gives an evaluation as well as the parents. Finally the principal makes the evaluation based on all these factors. Despite the recent attention to moral character, the primary focus in senior high school is still the preparation for the national college entrance exams which will determine each student's path for the rest of his/her life.

Life in Beijing

The average student's schedule is from eight in the morning to twelve noon. They have a lunch break from twelve noon to two o'clock. They either eat their lunch at school or at home. They resume their classes at two o'clock and get out of school at four o'clock. They attend school five days a week, from Monday to Friday. Saturday and Sunday are their days off so they could rest. The school semester is from September to January and from February to July, they have winter vacation, which includes Spring Festival, the biggest holiday in China. They also have a summer vacation. Their holidays are New Year's Day, Labor Day, and National Day.

A typical four-story campus has thirty classrooms. It has two computer labs, music classroom, and a science lab. The school has a library where the students can do their research or study. It also has an auditorium and a fitness center with karaoke and disco. There is a dining hall for the students who eat their lunch on campus. There is also a playground for the students to play with.

At the end of the year, the students must take an exam to determine whether they pass or fail the courses they are taking. Examinations are usually based on a hundred point system, a hundred points represent full marks and sixty points means you passed. If the first time you take the exam and you fail, there is only one make-up exam. That's the only chance you have to try to pass the course, there is no second chance. If you fail the exams then you are required to repeat the grade or you might be asked to discontinue schooling. Students are allowed to repeat a grade no more than twice throughout their period of study at a school and to repeat the same grade only once. If you fail four subjects, you must take that school year again. The Beijing No. 8 Middle School was ranked as the top one percent of the high schools in Beijing. Students must receive a very high score in a standard comprehensive entrance exam, which includes subjects such as math, Chinese, literature, physics, chemistry, English, political science. It also involves other factors such as achievements in sports and arts.

Students are encouraged to participate in extracurricular activities such as dancing, sports, calligraphy, drawing, photography, and taiji. By being involved in these activities, students can unwind and have fun. They can take a break from their academic career and just relax. When the students are not tense, they can do better in school.

Students are not allowed to be late to class. You can not leave class early or be absent without a good reason. You have to get permission to leave early or be absent. If a student is absent for more than a maximum number of absence hours allowed by the teacher, then he or she will lose eligibility to take part in final examinations or even his or her status as a student.

Each school has their own system of handing out awards and penalties. Students who have an excellent academic performance and who abide by the school rules will be given awards. Those who don't follow the rules will be given penalties; the most serious penalty is expulsion.

Students speak Mandarin Chinese, or pu tong hua. It would be difficult for you to get around if you don't speak or read pu tong hua because all the shops and everyone reads and speak that language. Still, the people are glad to help you find your way if you speak alittle Mandarin.

People dress casually in the spring and autumn. They usually wear sweaters and other light clothing. In the summer, the temperatures get pretty high so it is most comfortable to wear T-shirts and shorts. In the winter, it is both cold and dry so it is necessary to wear down coats or cotton-padded coats.

Students go home after school if they are not going out with friends. At home, they will do their homework. When they are done, they usually have to look after their younger siblings or do chores such as help mom cook dinner or clean the house. Students know how hard it is for their parents to work to be able to provide for their families so they try the best they can to help their parents out. Students are obedient because they understand what their parents have to go through.

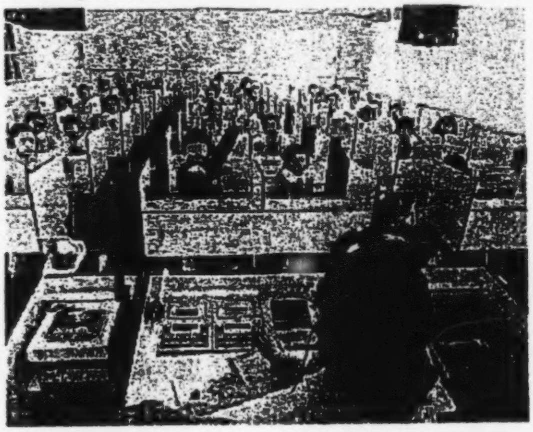
Education in Shanghai

Since 1978, China has adopted the education policy of "nine-year compulsory schooling system", which means all children are required to attend school for at least nine years. During the period, students will finish both the primary school program and the junior middle-school program. For higher education, students must pass examinations of all levels. First, one should pass the entrance examination for senior middle schools or middle-level technical schools. Then after two, three or four years, one may sit in for the national college entrance examination which usually take place on July 7 to 9. Due the grueling weather and the stress one bears all those days, the month of July is widely nicknamed the "black July."

Pre-school Education

Children aged from 3 to 6 usually attend kindergartens near their neighborhoods, where they learn the basics of the native language. And since most of the teachers are female, they are told to play games of all kinds, learn to dance, to sing and to act. Besides, the inculcation of values and virtues such as "Truth, Kindness and Beauty" into the children is one of the top priorities on the teaching agenda among kindergartens and child care centers throughout the country.

Primary School Education



Previously the primary school education requires 5 years and now has been lengthened to six years. During the period, pupils are required to take a variety of subjects such as the Chinese language, fundamental mathematics and moral education. They are also taught to take part in sports and extra-curriculum activities. In recent years, foreign languages such as English become an optional course in the later part of this six-year period.

High School Education

This part of education is divided into two parts: three-year junior high school program and senior. From junior high school, students begin to learn a variety of science subjects such as chemistry, physics and biology. Besides, they are taught the Chinese history and that of foreign countries. Geography is also a required course. Educators of all levels attach great importance to the teaching of English---the official second language---in most of the high schools. At the same time, physical education is enthusiastically encouraged.

Senior high school education is a continuation of that in junior high schools. But it is more than that. Students begin to take greater interest in some specific subject and they are encouraged to do so. In order to create more competition among them, a variety of contests are organized annually in all levels. The "Olympic Series" are the most noticeable ones. Despite this, the most important thing for them is the preparation for the national college entrance examination. Usually, two sets of examinations are designed out of the consideration that students are labeled as science students or arts students.

Higher Education

The main task of higher education in China is to train specialists for all the sectors of the country's development. Universities, colleges and institutes, which make up China's higher educational system, offer four- or five-year undergraduate programs as well as special two-or three year programs. Students who have completed a first degree may apply to enter graduate schools.

Admission

China's institutions of higher learning operate on a centralized enrolment system in which admissions committees at the provincial level operate under the aegis of the Ministry of Education. As a rule, admission is granted on the basis of academic, physical and moral qualifications, though allowances are made for minority nationality and overseas Chinese candidates.

The nationwide examinations are given during the first ten days of July. The tests themselves, issued by the Ministry of Education, fall into two categories: the humanities, and the sciences and engineering. While candidates may sit for only one of the two, they may list the institutions and departments they wish to enter in order of preference. Enrolment is then determined in the light of examination results. Nonetheless, an brief investigation into their social behavior and moral character is conducted before students are admitted to institutions of higher learning. In a number of fields, specific physical requirements must be met.

Living Accommodation

Chinese university students are provided with on-campus dormitories free of charge, where they live and study during the week, China provides free education at the university level, and those students whose families have financial difficulties receive subsidies. The dormitory, which forms an important part of university life, is run by the students themselves through the students' union under the China Students' Federation, to which all enrolled students belong. In recent years, the number of pay students increases because of the education reform.

Educational programs carried out since the founding of the People's Republic of China in 1949 have paved the way for universal education in China. The focus of China's educational policy is to improve the country's intellectual outlook and bring about competent students in all aspects of China's development.

Student Life in Hong Kong

The Hong Kong education system is divided into four categories: Pre-K, Kindergarten, Primary, and Secondary. The Primary School is from 1st – 6th grades. Secondary is from Form 1 – 7. There are two semesters in a year. Reports are distributed either three or four times a year through a parent conference or by other means depending on what school you go to.

Usually there are four or five classes of about 40 students in the Form 1 – 5 levels. In the Form 6 – 7 level, there are 3 classes because an entrance exam is required before going into the Form 6 level. The entrance exam is much like the SATs we have here, except that it tests you on all the subjects. Only students with the highest scores are allowed to advance since there is limited space. Students who do not pass the test can either find a school on their own or get a job. To prepare students for the test, they have up to at least 14 subjects.

In the Form 1 – 3 level, students take general classes such as: Chinese and English Language, Computer Literacy, Music, Art, Integrate Science, Economics, Geography, Chinese History, Basic Math, Pu Tong Hua, Physical Education, Religious Education, and Home Economics.

The schools have a primary language of either Chinese or English. Usually schools that use English are the more academic ones. If the school uses English, then most of the classes are taught in English.

In the Form 5 – 6 level, the classes are more advanced and difficult. The students take: Chinese and English Literature, Biology, Chemistry, Physics, Additional and Applied Mathematics, Computer Studies, Psychology, Religious Studies, Pu Tong Hua, World History, and Chinese and English Language.

More elective classes are offered in the lower levels. In the upper levels, students are focused on the academics.

If students pass the entrance exam, they'll select either to major in Business, Math/Science, or Art/History for their Form 6 and 7 years. The Business major focuses on accounting, economics, and public affairs. The Math/Science is more of a challenging category because of the higher math level. Finally the Art/History is the memorizing category since the students have to learn world history and geography.

There are usually seven classes, each with 40 minutes. Each day the schedule is different, but the weekly is the same. English, Chinese, Math and Science classes will take up two class periods each day. For example, a student might have Biology for one day, and Chemistry and Physics for two days. All other elective classes take up one period. Students go to school for about seven hours in the summer and eight in the winter. Students get about an hour of lunch everyday. Students are not allowed to pick their classes. Everyone has the same schedule.

The students don't have to move from one classroom to another. Instead, the teachers move. Each morning the students will line up classmates and then proceed into classroom in an orderly manner. A president and vice president are designated for each class. The students are ranked with their classmates according to their grades. Students can join after school activities such as Girl Scouts, Boy Scouts, Language, Dancing, Singing, and Mandarin Club.

Every Student has to wear a uniform. There are both summer and winter uniforms. Besides buying their own books and exercise books, students have to pay the tuition fees. The teachers are very strict. They don't allow skirts to be too short, hair can't be too long and must be tied up, you can't dye your hair, and you can't grow your nails too long.

Hong Kong university level schools have strict codes of conduct. At all times, students are to respect each other. Students are to be honest at all times. Also students are not allowed to cheat, disrupt class, use drugs, deface property, or violate any other campus laws. Students who fail to comply with the standards of conduct are severely punished.

Excerpts from Students' Interviews

- My father grew up in a fairly small city outside of Beijing. A young idealist, he left home and proceeded to graduate from a prestigious university.

- My mother often goes back to Shanghai to visit her parents. She realizes that there is a big change in Shanghai. In 1998, she told me that all the old, small and low buildings were demolished, replaced by high-rise towers. The city is very modernized. My mother loves Shanghai.

- My mother had to continue her seventh grade year back at the village because there was another war starting to break out; this was when she was fifteen. At the village she helped her auntie garden, feed the pigs, and take the cow out to eat. When it was time to change positions for the rice plants, my mother was responsible to pull them out gently and give it to her auntie to plant in another place.

- My father was born and grew up at Hong Kong. He was not one of the smart ones. When he attended school, he was always in the "C" class with his friends. He told me he never found the need to study for school and did not even try to do good or raise to the "B" class. His friends and he always went to play and eat after school.

- My mom was born on November 11, 1950 in a little village in China. She grew up in very poor circumstances. She often had little to eat, she lived on white rice and sometimes a few vegetables. My mother started to work at an early age by sewing the eyes on little dolls.

- One of the most influential people in my life is my mommy. She was born on September 21, 1954 in Hong Kong.

- My mother was born in the 8th month of the lunar year. Her birthday on an American calendar is September 4, 1948. She was born in Shanghai, China, as the 5th child of the Fong family and the only daughter. She was one out of 7 children as she grew up in Shnghai. In 1951, communists took over China led by Mao Tse Dong.

- I was born in the year of the Ox, so I had a very hard and complex life.

- Life is very hard in China and all the parents are busy doing work trying to support the family and so the children are very independent and are capable of taking care of themselves. For example, When his mom worked in the village and his two older sisters were not available, he would cook dinner for both his mom and himself and at this time he was only five years old.

- The public school that was a mile and a half away began at the first grade level, so dad attended only grades one through six there. He had to walk to school with his mother at 5:00 AM six days a week to learn such subjects as Cantonese, reading, singing. Chinese history, drawing, and math with the abacus.

- My father was born in a village in China. he did not have the same opportunities for education as my mom did and nothing near the education that I'm getting at Lowell.

- My mom was born in Hong Kong. She's the sixth oldest of nine. She had five sisters and three brothers. When my mom was very little, she didn't like school. Each time she saw her teacher, she would cry.

- The years between 1959 and 1961 were the most difficult for her family. Her family lived on tiny rations while having to work all day. Everyday, everyone in her family had only two meals of wild leaves and porridge, none of which filled her constantly empty stomach.

- My father does not know his real birthday, his parents were murdered when he was two years old. My father was born in the communist era. My father was a successful merchant and businessman. He was also a landlord and therefore he and his two wives and most of his children were killed.

Excerpts from "What if my parents stayed in China" Essays

- We would have to take the bus to school since owning a car in Hong Kong was so uncommon. Most of the people who live in Hong Kong take the bus unless, of course, they are wealthy. I would arrive at school with a heavy backpack loaded with books. Everyone would be speaking Mandarin or Cantonese and so would I.

- I would have gone to school where the teachers were very strict and the standards very high. I wouldn't take education for granted. My whole life would depend on how well I did in school and would have taken it very seriously. I think my whole life would revolve around school and that would have been normal. Here in America, many teenagers' lives revolve around school also, but it's considered unhealthy. I am always being told that I need to have a balance life, and that school isn't everything. But from what my parents have told me, it seems like school in Hong Kong is everything. Mostly because you don't have as many options of colleges to go to, and you really need to do well in grade school in order to get into one of the few good colleges. That's a lot of pressure. I don't think that I would have been able to take it.

- In Hong Kong, the school system is different from America. I would have more loads of work to do. I would have more hours of school. More would be expected of me.

- There, I would have to complete the standard six year high school curriculum in a mere five years. Thusly, I would be taking classes like calculus, advanced physics, Chinese history, calligraphy, and English. The moment I got home, I would probably have to start doing my homework immediately for about 5 hours straight.

- When we reached school, everyone first puts their belongings in the class. Then, at precisely 7:00 a.m., we all march out with the gym teacher and prepare to do exercises. We are required to run a mile everyday to keep in shape. After gym, everyone returns to their designated class.

- If we were in China right now, I would be attending Yu Cai High School in Shanghai as an eleventh grader, or a junior. I would be learning Hanyu as my native language and English as my foreign language. I would also be taking six classes: math, literature, science, history, arts and probably sports. School work would be as challenging as Lowell's. Every night I would about four to five hours of homework and sleep at 11:00 p.m.. I would study for tests, and because the final exams in China are administered differently from the way the Americans administer them, I would have to study extra hard for the three days of extensive testing. I will want to attend Beijing University or Qing Hua University because they are like America's UC Berkley and Stanford. Because these two universities are both in Beijing, in my free time, I will go to the Great Wall, Tianamen Square and all the other scenic attractions. I will go with my friends to eat Peking duck, since it is so popular in China.

-If my parents never immigrated to America, I know my life living in Beijing, would be a lot different from living in America.

When we are ready for school, we ride our bicycle to school. Riding a bicycle through the streets of Beijing in the most convenient way to get around since there are so many people in China. When we reach school I will find my friends until the first school bell rings, then I will know that it is time to go to class. When the second school bell rings, every student should be in their seat and when the teacher arrives, everybody is to greet him/her. After everyone greets each other, which only lasts for a minute, the teacher will review over yesterday's homework. Once we are done with the review section of the class, the teacher will teach the class new material, and then will give us homework. Most of the classes after that is just like that. The school hours of China's schools are much longer that the ones in America, so going to school in China will have a lot more work. When the day is done, I will be most likely be participating in an after school program. I think I will be in an after school program in which I will help younger kids with their homework and such. That seems like a lot of fun.

Yearly Folk Festivals

The Spring Festival is an important festival of Chinese people. At the beginning of spring, everybody wants to have a good time in spring festival with fine wishes. Generally speaking, when we take the dumplings during the Winter Solstice of last year, it means this is the end of the year, and the New Year will come soon.

In the Spring Festival, paying a new Year call is really an etiquette, if the host is not at home, the guests used to leave the visiting card to show that they had come before. Today, Shanghai people do not bring the name card, but bring the creamed cake, nutritious gift and fruit, if the host is not at home, the gifts represent the certification. The fifth day of the lunar new year is the day of receiving the God of Wealth, it is said that the God of Wealth has five ways, the object consecrated by Shanghai people is Zhao Gongming -- riding a black tiger with one hand holding a whip and another hand holding a shoe-shaped gold ingot. They use the sheep's head and carp to offer a sacrifice to the God of Wealth. The homophone of sheep's head is "Yang Qian" (means money), the shape of fish likes the shoe-shaped ingot. In these years, the sacrificial ceremony is exempted, and in the midnight of the fourth day to the morning of the fifth day of the lunar New Year, the sound of firecracker is not less than the night of new year eve.

The night of the 15th day of the first lunar mouth is the "Yuan Xiao Festical", also called the lamp festival. At that day, people used to eat "Yuan Xiao" (dumpling), the children play with different kinds of lamps, most of them are rabbit lamp, shoe-shaped ingot lamp, toad lamp, the adults also buy the running horse lamp to appreciate.

In the Dragon Boat Festival, the pyramid-shaped dumpling (made of glutinous rice wrapped in bamboo or reed leaves) appears on the market. As regards to climbing Dan Feng Building on top of the city wall to look at the dragon boat tournament on Huangpu River becomes the past event, now only going to the vicinity one can see the tournament of paddling the boats.

Besides, people also have the God and Buddha birthdays. Jan. 27 is the birthday of "Sun Guan", Feb. 18 is the birthday of Elder Super Sovereign, Mar. 19 is the birthday of Guanyin (a Bodhisattva), Apr. 8 is the birthday of Sakyamuni (a Buddha), May 13 id the birthday of Guandi, June 20 is the birthday of Leizu... the kind hearted men and women used to go to the temple burning the incense and taking the vegetable dishes.

Besides the Taoism, in June 3, Islam has the Commemorating Saint Festival (the birthday of Mohammed), Corban Festival (like Spring Festival of the Han nationality) etc. The Christianity has the Easter and Christmas Festivals.

The last day of the lunar year is commonly called lunar New Year's eve. In the evening, firstly people offer the sacrifices to the ancestors, and then the whole family takes the reunion dinner. Around midnight, the sound of firecrackers becomes louder and louder, especially the dense population district is full of fume and fog.

In 1950s of the 20th century, during the change of prevailing habits and customs, appeared and many new festivals, such as the woman's Day of March 8, the Labor Day of May 1, the Children's Day of June 1, the National Day of October 1 and the Teacher's Day, Old Folk's Day etc. All these festivals become the bays of joyful activities. Also in Tour Festival and Peach Blossom Festival, Osmanthus Flower Festival, Orange Festival, Tea Culture Festival... Today in the development of market economy, also appears Fashion Festival, Beer Festival...

- Chinese New Year (January/February)
- Birthday of Che Kung (February)
- Spring Lantern (Yuen Siu) Festival (February/March)
- Ching Ming Festival (April)
- Birthday of Tin Hau (May)
- Cheung Chau Bun Festival (April/May)
- Birthday of Lord Buddha (May)
- Birthday of Tam Kung (May)
- Birthday of Kwan Tai (June)
- Tuen Ng (Dragon Boat) Festival (June)
- Maidens (Seven Sisters) Festival (August)
- Hungry Ghosts Festival (August/September)
- Mid-Autumn Festival (September)
- Monkey God Festival (September)
- Birthday of Confucius (September)
- Chung Yeung Festival (October)

FICTION/LITERATURE ABOUT CHINA

Elementary School

•Red Thread. Ed Young. Fate ties two children.
•Night Visitors, Ed Young. Philomel Books, NY, 1995. Urges respect for all forms of life
•Roses Sing on New Snow. Paul Yee. Girl takes on non-traditional role of cooking in her father's work kitchen in late 1800s.

Middle School

•Chinese Proverbs. Ruthanne Lum McCunn. 1991. Bilingual, illustrated proverbs, a gem.
•The Wisdom of the Chinese Proverb with English Proverb Equivalents. Cui Mingqui and Steven Wm. Fowkes, Bottomline Books, Palo Alto, 1990. Excellent selection.
•Best-Loved Chinese Proverbs. Theodora Lau. Harper Perennial. 1995. Explanatory notes.
•Serpent's Children. Laurence Yep. 1984. 19th Century girl faces famine, bandits.
•Mountain Light. Laurence Yep. 1985. Girl leaves Manchu China to face the gold fields of Calif.
•Rebels of the Heavenly Kingdom. Katherine Patterson. E.P. Dutton. 1983. Taiping Rebellion
•The Examination. Malcolm Bosse. Farrar Straus Giroux. 1994. Imperial Examinations

High School

•Monkey. Wu Cheng-en. Arthur Waley, trans. 30 stories from the 100 adventures of Monkey, a trickster and a braggart, bringing Buddhist scriptures to China. Well written translation. Also known under the title *Journey to the West*, W.J.F. Jenner, trans. 3 vols. Beijing: Foreign Language Press, 1984. All 100 adventures with illustrations from the 1880s a plus in this edition. Easily available version under the title *Journey to the West*, edited by Anthony C. Yu. Important episodic novel on which many Chinese opera, modern plays, movies and Asian anime are based. Crude, vulgar, funny, beloved tale.
•Dream of the Red Chamber by Tsao Hsueh-chin. Translated by Chi-Chen Wang, Doubleday Anchor Books, 1989. Also translated as *A Dream of Red Mansions*, trans. Yang Hsien-yi and Gladys Yang, 3 vols. Beijing: Foreign Language Press, 1978-80. Also translated as *The Story of the Stone: A Chinese Novel in Five Volumes*, Cao Xuequin. Penguin Classics, 1974. Cliff Notes are available under *Dream of the Red Chamber* title. Chinese Classic tale of a teenage boy raised in women's quarters and his love for his cousin in the 1700s, decline of a rich family, fate, truth and deceit.
•Romance of the Three Kingdoms. Lou Guan Zhong. Translated by Brewitt-Taylor. Charles E. Tuttle, 1959. Reprinted by Graham Brash, Singapore, 1985. Also known as *Three Kingdoms, A Historical Novel by Luo Guanzhong*, Translated by Moss Roberts, 3 vols. Beijing: Foreign Language Press, 1994. Epic tale of war, politics, good and evil set in 200 A.D. A cast of characters.
•Selected Stories of Lu Hsun. Translated by Yang Hsien-yi and Gladys Yang. Foreign Languages Press, Beijing. 1972. Early 20th century short stories. Using literature as a weapon against feudalistic ideas

FOLKTALES

Picture Books

- Legend of the Milky Way. Jeanne M. Lee. Henry Holt and Company. Pan-Asian tale of the weaver girl and the cowherd, lovers separated in the sky by the Milky Way.
- Butterfly Boy. Laurence Yep. Famous tale of a dream of butterflies.
- Lon Po Po. Ed Young. Chinese Red Riding Hood.
- Seven Chinese Brothers. Margaret Mahy. Scholastic, New York, 1990. A bit unsatisfactory remake of the horrible *Five Chinese Brothers*
- Junior Thunder Lord. Laurence Yep, Bridgewater Paperback, 1994. Importance of kindness
- The Khan's Daughter. Laurence Yep. Scholastic, 1997. Mongolian boy must pass 3 tests

Chapter Books

- **Wingman.** Daniel Pinkwater. Bantam Skylark. 1992. New York boy loves comic books and heroes. Out of print, but highly recommended for Grades 3-4.
- The Legend of Mu Lan: A Heroine of Ancient China, Jiang, Wei and Jiang, Cheng An. Victory Press. Monterey, CA 1992. The best Mu Lan book, bilingually presented.
- Chi-lin Purse. Linda Fang. Sunburst Book. Farrar Straus Giroux. 1995. Shanghai stories, some from Peking Opera traditions.
- Chinese Folk Tales. Louise and Yuan Hsi Kuo. Celestial Arts, Millbrae, CA Out of print, but a good selection, with good historical information in the introductions to each story.
- The Rainbow People. Laurence Yep. Earthy tales of Chinese gamblers, swindlers, and workers
- Tongues of Jade. Laurence Yep. HarperCollins. 1991.
- Dragons, Gods and Spirits from Chinese Mythology. Tao Tao Liu Sanders. Excellent collection of Confucian, Taoist, and Buddhist myths, worth having. Middle-High School
- Chinese Mythology: An Encyclopedia of Myth and Legend. Derek Walters, Diamond Books, London, 1995. A good reference. Lists gods alphabetically. Middle-High School

High School

- Folktales of China. Wolfram Eberhard. University of Chicago Press. 1965. Short versions of many tales from all parts of China by a recognized authority. Middle-High School
- Chinese Fairy Tales and Fantasies, Moss Roberts. Pantheon Books, New York, 1979. Easily available book of folktales for Middle School-Adult
- South of the Clouds, Tales from Yunnan, Lucien Miller, University of Washington Press, 1994. stories from Yunnan Province, Chinese minority groups. High School-Adult

CHINESE AMERICANS
LUNAR NEW YEAR BOOKS

Preschool-Primary Grades (Pre-K to Grade 3)

- Chinese New Year. Tricia Brown. Henry Holt and Company, 1987. Black and white photos
- **Lion Dancer:** Ernie Wan's Chinese New Year. Kate Waters and Madeline Slovenz-Low. A current favorite, colorful, cute story about a first lion dance performance
- Chinese New Year's Dragon. Rachel Sing/Shao Wei Liu. Modern Curriculum Press, 1992. Descriptions are too brief, nice illustrations
- Why Rat Comes First: A Story of the Chinese Zodiac. Retold by Clara Yen. Colorful, simple
- **Cat and Rat:** The Legend of the Chinese Zodiac. Ed Young. Beautiful, elegant, dark colors
- Sam and the Lucky Money. Karen Chinn/Cornelius Wright. Describes red envelope custom
- The Dragon's Tale: And Other Animal Fables of the Chinese Zodiac. Demi. New York: Henry Holt, 1996.

Intermediate Grades (Grades 4 - 6)

- **Celebrating Chinese New Year**. Diane Hoyt-Goldsmith. Holiday House, N.Y. 1998. Factual descriptions of holiday's aspects, with good color photos. **Buy this!** Grades 4-5
- **Dragon Parade.** Steven A. Chin. Raintree. Steck-Vaugn, Austin, TX, 1993. History of the first parade in San Francisco in 1851. Great illustrations.
- **The Story of the Chinese Zodiac.** Monica Chang/Arthur Lee. Beautiful illustrations using paper sculptures.
- Red Eggs, Ginger and Dragon Boats. Carol Stepanchuck. Pacific View Press, Berkeley, CA. 1994. Review of many Chinese celebrations, including lunar new year.
- In the Year of the Boar and Jackie Robinson. Betty Bao Lord. Issues and Jackie Robinson deserve better treatment in this shallow book. Some teachers use it successfully.
- Mooncakes and Hungry Ghosts: Festivals of China. Carol Stepanchuck and Charles Wong, China Books and Periodicals, San Francisco. 1991. Review of major festivals in China. Local Chinese customs differ quite a bit, but this is still somewhat informative.

Middle School-High School

- Asian Animal Zodiac. Ruth Q. Sun, Charles E. Tuttle, Co 1974. Longer explanations of the zodiac for upper elementary-middle school
- Chinese Horoscopes Library, Kwok Man-ho. Each animal of the Chinese zodiac has its own book: rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog, boar. $ 8.95 each, Middle school-High school, available from Shen's
- Chinese Cultural Resource Book. Irene Kwok/Wayne Chin. Stories, recipes, cultural activities; excellent as a teacher resource guide, available from Shen's
- Handbook of Chinese Horoscopes. Theodora Lau. Chinese astrology, high school.

POETRY

Elementary

- Chinese Mother Goose Rhymes. Aside from a reference to a "useless girl like you," this is a good collection of bilingual rhymes for young children
- Maples in the Mist: Children's Poems from the Tang Dynasty. Minfong Ho. Lothrop, Lee & Shepard Books, NY.1996. Beautiful pictures, bilingual text, English translation a bit too simplified, good description of Chinese poets in the index. Grade 1-2

Middle School

- Suitcase of Seaweed and other Poems. Janet S. Wong. Margaret K. McElderry Books. Poems reflect her Korean, Chinese and American background.
- **Island: Poetry and History of Chinese Immigrants on Angel Island 1910-1940.** Him Mark Lai, Genny Lim, Judy Yung. Poems by detainees (Middle School, High School)

High School

- Frameless Windows, Squares of Light. Cathy Song. WW Norton 1988.
- Picture Bride. Cathy Song, Yale University Press, 1983.
- Dreams of Harrison Park. Nellie Wong. Oakland settings re: grandmothers, childhood, failed loves, both gay and straight
- Songs for Jadina. Alan Chong Lau. Greenfield Review Press, 1980. A tribute to poet's Hakka grandmother, bittersweet, angry
- Chinese Folk Poetry. Translated by Cecilia Liang. Beyond Baroque Foundation, Venice, CA, 1982. Songs of the ordinary people from 400 B.C. to present
- Women Poets of China. Kenneth Rexroth. Penguin Books, 1972. Thoughts of wives, concubines, neglected spouses, mothers.
- Li Po and Tu Fu. Arthur Cooper. Penguin Books, 1973. Two of China's best-known poets.
- Selected Poems of Su Tung-p'o. Translated by Burton Watson. Copper Canyon Press, 1994. Sung Dynasty poet/bureaucrat of the 11th Century
- The Poetry of Hanshan: A Complete, Annotated Translation of Gold Mountain. Translated by Robert G. Henricks. State University of New York Press, 1990. Extensive commentary
- Book of Songs. Translated by Arthur Waley, Grove Press Inc. NY, 1960. 305 poems regarding courtship, war, love, lust, friendship, dynasty, warriors, circa 400 B.C.
- Ch'u Tz'u: Songs of the South: An Ancient Chinese anthology. David Hawkes. Oxford. Clarendon Press, 1959. 300 B.C. chants, magic, myths, escape into fantasy
- **Twentieth Century Chinese Poetry: An Anthology.** Translated and edited by Kai-Yu Hsu, Anchor Books, Doubleday, 1964. Brief biographical sketch of each poet, beautiful translations. Out of print, but worth having for high school collection.
- **Songs of Gold Mountain, Cantonese Rhymes from San Francisco Chinatown.** Marlon K. Hom. University of California Press, 1989. Yearnings of separated husbands, wives

Writing/Painting

- At the Beach. Huy Voun Lee. 1994. Writing Chinese words in the sand.
- In the Snow. Huy Voun Lee. 1995. Ten simple words in the snow.
- Long is a Dragon. Peggy Goldstein, Pacific View Press, 1991. 75 Chinese characters
- **Voices of the Heart.** Ed Young. The character for "heart" is part of each word, beautifully illustrated with designs from fabric. An art book for adults as well. Concept can be useful for upper elementary-middle school, using another key word: family, migration, etc.
- Spirit of the Chinese Character: Gifts from the Heart. Barbara Aria with Russell Eng Gon. Chronicle Books, San Francisco, 1992. 62 Chinese words, with stroke order, and explanations.
- **A Young Painter: The life and paintings of Wang Yani--China's extraordinary young artist.** Zheng Zhensun and Alice Low. Scholastic Inc. 1991 Reproductions of artist's delightful paintings of animals, painter's thoughts about creating, introduces brush painting. Grades 4 -Middle School

Silk

- The Empress and the Silkworm. Lily Toy Hong. Folktale about discovery of silk. Grades 1-3
- The Silk Road 7,000 miles of History. John S. Major. Harper Collins, 1995. Traces towns along the silk road. Grades 4-6
- Silkworms. Sylvia A. Johnson. Lerner Publications, 1982. Life of Moths. Grades 5-6.

Inventions

- D is for Doufu: An alphabet book of Chinese Culture. Maywan Shen Krach. Alphabet book listing inventions and cultural items. Grade 2.
- Ancient China. Robert Nicholson and Claire Watts. Chelsea Juniors. Chelsea House Publishers, 1994. Simple descriptions of key inventions. Grade 3
- **Made in China.** Suzanne William. Pacific View Press, 1996. Excellent information about inventions of China. Attractive and readable for the intermediate student, Grades 4-6
- A Coloring Book of Ancient China. Bellerophon Books. Line drawings from history. Grades 3-6
- Oracle Bones, Stars, and Wheelbarrows: Ancient Chinese Science and Technology. Frank Ross, Jr. Houghton Mifflin Company, Boston, 1982. Grades 7-9 ancient astronomy, medicine
- Ancient China (Eyewitness Series). Arthur Cotterell. 1994. Good info. Middle-High School
- **Genius of China.** Robert Temple. Simon and Schuster, 1986. Inventions in agriculture, astronomy, engineering, medicine, math, music, warfare. High school- Adult

Food and Structures

- Everybody Cooks Rice. Norah Dooley. Illustrations of rice dishes and families from around the world. 1991. Grades 1-3
- Rice. Lynne Merrison. 1989. History, cultivation, and recipes. Grades 3-6

- Houses of China. Bonnie Shemie. Tundra Books.1996. Farmhouses, rich homes, Grades 3-6
- Talking Walls. Margy Knight, 1992. The Great Wall and others around the world. Grades 4-6
- Great Wall of China. Leonard Everett Fisher, 1986. Grades 3-6
- **The Terra Cotta Army of Emperor Qin.** Caroline Laxo. New Discovery Books. Maxwell MacMillan Int'l, 1993. Excellent text and photos about clay warriors and horses. Middle School

CHINESE AMERICAN HISTORY

Elementary School

- Chinese Pioneers. Asian American Bilingual Center. (PreK-1) simple line drawings about major occupations of Chinese in America. Call Irene Collier at 415-750-8435
- The Chinese in San Francisco: a Pictorial History. Laverne Mau Dicker. Dover Publications, Inc. 1979. 168 photos, align with 3rd grade local history. Text is middle school-adult
- Genthe's Photographs of San Francisco's Old Chinatown. John Kuo Wei Tchen. Dover Publications, Inc. 1984. 1890s-1900s photos align with third grade--many photos of children, families, text is high school-adult.

Middle School

- An Illustrated History of the Chinese in America. Ruthanne Lum McCunn. 1979. Excellent photos, line drawings for middle school students.
- **Everything You Need to Know About Asian American History.** Lan Cao and Himilee Novas. Plume Books, Penguin Books USA. 375 Hudson Street, New York, New York, 1996. Very readable for middle school in a question-answer format.
- Chinese Americans. Alexandra Bandon. New Discovery books, MacMillan Publishing Company, New York. History series with some personal narratives. Middle School
- **Journey to Gold Mountain: The Chinese in the 19th Century America.** Ronald Takaki, Chelsea House Publishers, New York, 1994. Clearly written, highly recommended.
    - Democracy and Race: Asian Americans and World War II
    - Ethnic Islands: The Emergence of Urban Chinese America
    - From Exiles to Immigrants: Refugees from Southeast Asia
    - From the Land of Morning Calm: The Koreans in America
    - India in the West: South Asians in America
    - In the Heart of Filipino America: Immigrants from the Pacific Isles
    - Issei and Nisei: The Settling of Japanese America
    - Raising Cane: The World of Plantation Hawaii
    - Spacious Dreams: the First Wave of Asian Immigration
    - Strangers at the Gate Again: AA immigration after 1965

High School-Adult

- Eastern Standard Time: a guide to Asian influence on American culture from Astro boy to Zen Buddhism. Jeff Yang, Dina Gan, Terry Hong. Houghton Mifflin. 1997. Encyclopedia of Asian Pop Culture. Accessible, interesting, fun. High School
- Chinese Women of America: A Pictorial History. Judy Yung, 1986. 19th-20th century images
- Longtime Californ'. Victor Nee and Brett De Bary. Oral histories of Chinese Americans prior to 1970, excellent accounts of Chinese farm workers, bachelor society, High School-Adult
- **Chinese Gold: The Chinese in the Monterey Bay Region.** Sandy Lydon. 1985. Rich research on railroads, farms, fishing, usable for high school if assigned in small chunks, extremely well done.
- This Bittersweet Soil: The Chinese in California Agriculture 1860-1910. Sucheng Chan. University of California Press, Berkeley 1986. Authoritative, dense. College level, but can be used as a reference for farmworkers unit.
- Asian Californians. Sucheng Chan. MTL/Boyd & Fraser. Chinese, Japanese, Filipino, Laotians, Cambodians, South Asians. Scholarly, full of footnotes, makes valuable comparisons.
- Beyond the Killing Fields: Voices of Nine Cambodian Survivors in America. Usha Welaratna. Stanford, 1993. Fresh look at Cambodians from a Buddhist perspective. High School.

Curriculum Project-China
Using and Protecting Natural Resources In Meeting Needs and Wants
Grade One, Pam Solvie

A Statement of Exercise Purpose: Students, even very young students need to be prepared for life in an ever-increasing global society. Students need to be exposed to languages and cultures other than their own for the purpose of increasing understanding, developing an awareness of other peoples, and developing skills for working with others in the global society. In developing an understanding for other people students will come to understand themselves and their country better as well. In learning about the natural resources available to us in this global society the students will become aware of and appreciate the ways in which wants and needs (food, shelter, clothing, air, water, heat) are met by people in and through the environments in the countries (cultures) in which they live. As a result of this year long course of study the students will come to understand that regions may change over time (the soil may become depleted, the air may become polluted, the water may become contaminated, the coal and oil may become exhausted...) and the students will describe the responsibilities of citizens in any culture to use and protect the natural resources available to them.

Throughout this course of study students will be introduced to the language, homes, clothing, food, and art of the people of China as background information is presented to the students through pictures, slides, cassettes, books, and artifacts. In this way students will recognize both unique characteristics of the country of China as well as recognize characteristics which are similar to the United States of America. Students will be able to recognize the needs and wants of the people of China and the United States. They will identify natural resources available to meet the needs and wants in each country. Our "need" for clean water and air for example will be recognized. The importance of conserving our natural resources so that needs and wants can continue to be effectively met in each country will be emphasized. Students will discuss changes in air, water, and soil as well as the uses and abuses of natural resources and how such practices affect not only the people within each country but over the globe as well.

Intended student outcomes:

1. Students will recognize the impact of natural resources on lives and livelihood at home and on a global basis.
2. Students will identify ways in which needs and wants are met with natural resources available in a country.
3. Students will identify ways in which personal use of natural resources impacts the environment.
4. Students will describe the responsibilities of citizens regarding use and conservation of natural resources.

As a result of completing this course of study the students will:

1. Locate and label China and the United States of America on maps and globes.

2. Identify needs and wants that people in both China and the United States have.

3. Describe ways in which wants and needs are met by people in both China and the United States.

4. Identify natural resources available in China and the United States.

5. Identify ways in which China and the United States have changed over time and relate these changes to availability of natural resources.

6. Recognize ways in which natural resources can be used wisely in meeting needs and wants (and identify ways in which natural resources can be conserved).

Throughout this course of study students will record, organize, and chart the data gathered on both needs and wants as well as information on use and conservation of natural resources. Students will use information collected and draw conclusions based on the information regarding wise use of natural resources and how this action affects us on a global basis. Students will develop action plans for classroom, home, and community on the use and conservation of natural resources.

As a result of this project the students will develop and strengthen these geographic skills:

1. The students will ask geographic questions. They will ask "Where is it located?", find, mark and label the location on the map, and answer questions about the location of the place. (China and the United States of America)

2. The students will acquire geographic information by collecting information, recording information, and processing information by comparing, summarizing, and drawing conclusions about the needs and wants of people in China and the United States as well as use and conservation of natural resources.

3. The students will construct charts to organize and analyze similarities and differences in needs and wants and natural resource information gathered.

4. The students will use maps, charts, and written information to communicate information gained about China and the United States.

As a result of this course of study students will develop and strengthen-
Group skills: group participation/contribution,
taking on roles, summarizing data, analyzing data, drawing conclusions, problem solving (group processing, discussing and displaying information)

Individual skills: asking questions, responding to information, reflecting on information, sharing/communicating orally and in writing, and applying information

Assessment:

Pre/post inventory on needs and wants and natural resources
Picture stories and student journal entries
Role play
Checklist for group presentation:
-area/location
-natural resources available
-uses of natural resources (How availability of these natural resources affect lives and livelihood)
-evidence of abuse of or conservation of natural resources (how has use of these natural resources impacted the environment)
Completed action plan for protection of natural resources

Building the background and moving into new learning-

*Locate China and the United States of America on maps and globes. Describe the location (as east of, north of, etc.). Describe the shape and size of each country. Cut out and manipulate shapes of each country to compare and describe size. Discuss the population size of each country and compare to the size of each country. Identify "famous sites" of each country. Chart the sites, access pictures (those the teacher has and those available on the Internet), and locate areas of the site in each country. (Examples are The Great Wall and The Statue of Liberty, Tienanmen Square and Washington Square)

*Identify needs and wants from information gathered from oral reading of texts and Internet information by the teacher. Identify needs and wants of the people of each country. Chart and compare similarities.

*Identify money for meeting needs and wants. Compare and contrast U.S. currency with Remibi (yuan...) and Hong Kong dollars.

*Introduce characteristics of the oral and written Chinese (Mandarin) language (tones, characters, basic greetings and phrases). Identify the ways in which both countries express needs and wants. Use music as a form of language. Compare Chinese children's songs to our own.

*Introduce clothing through pictures, shadow puppets, literature, and artifacts. Use literature to demonstrate that legends and fairy tales depict people and clothing as different than clothing worn by present day peoples. Ilustrate pictures of clothing from the past and present as well as clothing from fairy tale characters and real people of today in both countries.

*Introduce shelter through pictures. Create charts to identify similarities and differences between homes of the Chinese and Americans. Discuss ways in which we each decorate our homes. Use artifacts to demonstrate examples of Chinese art. Introduce "fenshuay". Discuss ways in which our classroom could be rearranged according to fenshuay principles.

*Introduce food through pictures and realia. Prepare and eat Chinese food. Tour a Chinese restaurant. Draft interview questions for the chef. Identify foods eaten in each

country. Compare the food list to a list of products grown and availability of ingredients.
*Discuss air and water as needs. Discuss the color and odor of air and water. Identify uses and effects of clean and polluted air and water. Identify bodies of water around us and in China. Visit a local water purifying plant. Draft interview questions for the presenter. Create a wall story to review and understand the water purification system. Read Forests Make Oceans. Reflect on the text in journal entries.
Complete a water pollution experiment in cooperative groups in the classroom. (Each group is given four clear quart jars filled with water. The group will decide what items to place in each jar and for one week will record changes in the appearance and odor of the water in each jar. Recording sheets will be used to record changes throughout the week. Discuss the implications for caring for large bodies of water.
*Introduce air pollution indexes and the need for them. (Use artifacts.) Identify sources of air pollution. "What does the sky look like?" -Illustrate pictures of the sky during various types of weather and with various types of pollution. Read Whose Air Is It? Reflect on the text in journal entries.
*Identify natural resources. Chart resources available in each country using information from texts and the Internet. Discuss ways in which natural resources are used to meet needs and wants. Discuss ways in which natural resources are used and "abused". Identify such examples locally and globally.
*Identify people and programs which can help us care for our natural resources. Invite guest speakers from the community to speak about this issue. Draft interview questions for the guest. Reflect on information gained. Create accordion books to display information (pictures and written text) gleaned from presenters.
*Create webs, journal entries, and finally action plans for conservation of natural resources.

Resources:

China, Home of the Dragon (C.D.Rom), Multi Dimensional Communications, Inc., Pound Ridge, N.Y., 1994.

Unique Music of Great Antiquity (C.D.Rom), China Record Corporation, 1989.

The Straits Times Collection, Fun With Chinese Characters, Federal Publications, Singapore, 1980.

Xun, Liu; Yajun, Zhang; and Yongshou, Ding, Chinese For Children (workbooks and cassette tapes of language), Sinolingua, Beijing, 1995.

Hsueh, Regina and Wu, Wen-Bin, Chinese Traditions and Festivals, BIGI International USA Inc., Albuquerque, NM, 1998.

Fagen, Shen, The Chinese Folk Popular Image of Figures, Shanghai Bookstore Publishing House.

Feinstein, Stephen, China...in Pictures. Lerner Publications, Minneapolis, MN, 1989.

Gray, Noel, Looking at China. J.B. Lippincott, Philadelphia, PA, 1974.

Filstrup, Chris and Janie, China From Emperors to Communes. Dillon Press, Inc., Minneapolis, MN, 1983.

Sasek, Miroslav, This Is Hong Kong. Macmillan, Italy, 1962.

Williams, James, Everyone Knows What a Dragon Looks Like. Four Winds Press, New York, 1976.

Leaf, Margaret and Young, Ed, Eyes of the Dragon. Lothrup, Lee and Shepard Books, New York, 1987.

Jilin, Liu, Chinese Shadow Puppet Plays. Morning Glory Publishers, Beijing, 1988.

Hanqui, He and Jun, Deng, An Introduction to Traditional Chinese Painting. Foreign Language Press, Beijing, 1995.

Ancient Chinese Fables. Foreign Languages Press, Beijing, 1996.

Chinese Children's Books (Fruit and Food; Numbers and ABC; Color and Shape; Nature and Plant and Animal; General Knowledge and Concept; Daily Necessities and Musical Instruments and Sports Goods; Apparel and Furniture and Stationary and Tableware; Transportation and Weapons and Electrical Appliances; Birds; Fish and Crustracean; Mammal; Amphibian and Reptile and Mollusk and Miscellaneous Animals; Insect and Arachnid and Myriapod; Vegetable and Nut)

Chenglie, Luo; Liangwen, Guo; Tianchen, Li; and Jiasen, Zhang, A Collection Of Confucius' Sayings, Qi Lu Press, Ji Nan, 1989.

Yoh, Shomei, Forests Make Oceans, Jiyukokumin-sha, Tokyo, 1997.

Yoh, Shomei, Whose Air Is It?, Jiyukokumin-sha, Tokyo, 1997.

Davol, Marguerite W., The Paper Dragon, Atheneum Books for Young Readers, Hong Kong, 1997.

Chang, Margaret and Raymond (retold by), The Beggar's Magic. Margaret K. McElderry Books, New York, 1997.

McCully, Emily Arnold, Beautiful Warrior. Arthur A. Levine Books, New York, 1998.

CHINA CONNECTION:
A COLLECTION OF CULTURE, CHILDREN'S LITERATURE, AND OTHER RESOURCES

1	Title	Author
2	A Certain Smile	Michael, Judith
3	Arabian Nights- 3 Tales	Lattimore, D
4	Across Hong Kong Island	Stokes
5	An Mei's Strange and Wondrous Journey	Molnar-Fenton, Stephan
6	Ancient China	Cotterell, Arthur
7	Ancient China	Simpson, Judith
8	Chan's Greatest Continent:	Spence, Jonathan D.
9	Chin Yu Min and the Ginger Cat	Armstrong, Jennifer
10	China	Stefoff, Rebecca
11	China	Waterlow, Julia
12	China past-China future	Carter, Alden R.
13	China Rising	Atkins, Eileen
14	China's Bravest Girl	Spence, J.
15	China's Bravest Girl	Chin, Charlie
16	China, the History and the Mystery	Video
17	China: Century of Revolution	PBS
18	China: the Dragon Awakes	Zurlo, Tony
19	Chinese Mother Goose Rhymes	Wundham, Robert
20	Confucianism	Hoobler, Thomas and Dorothy
21	Cooking the Chinese Way	Yu, Ling
22	Cowboy on the Steppes	Zhang, Song Nan
23	Daily Life in Ancient & Modern Beijing	Baldwin, James
24	Diary of a Mad Man	Lu Hsan Lu Xun
25	Discovering China	Steele, Philip
26	Dragon Prince	Yep, Lawrence
27	Dragon Wings	Yep, Lawrence
28	Dragon's Gate	Yep, Lawrence
29	Emperor and the Kite	Yolen, Jane
30	Empty Pot	Demi

Brenda Vitaska, China-Fulbright, July '99

CHINA CONNECTION:
A COLLECTION OF CULTURE, CHILDREN'S LITERATURE, AND OTHER RESOURCES

31	Everyone Knows What a Dragon Look Like	Mayer, Mercer
32	Falling leaves: story of unwanted daughter	Mah, Adeline Yen
33	Festivals of the World: China	Cheong, Colin
34	First Emperor	Film
35	Forbidden City: a novel	Bell, William
36	Grandfather Tang's Story	Tompert, Ann
37	Grass Sandals: Travels of Bastro	Spivak
38	Great Wall the Myth	Waldren, Arthur
39	How the Ox Fell From Heaven	Toy Hong, Lily
40	Hush: a Thai Lullaby	Ho, Minfong
41	Iron and Silk	Salzman, Mark
42	Jade Horse, Cricket and Peach Stone	Tompert
43	Joy Luck Club	Tan, Amy
44	Karlan Cinderella	Climo, S.
45	Khan's daughter-Mongolian Folk tale	Yep, Lawrence
46	Kublai Khan	Dramer, Kim
47	La Cenicenta China	Mistral, S.
48	Liang and the Magic Paintbrush	Demi
49	Lichee tree	Russell, Ching Yeung and Zhang, Christopher Zhong-Yuan
50	Life and Death in Shanghai	Cheng, Nien
51	Lon Po-Po Red Riding Hood Story from China	Young, Ed
52	Long Haired Girl	Rappaport, Doreen
53	Love Is A Many Splendid Thing	Film
54	Magic Boat	Demi
55	Man Who Tricked a Ghost	Yep, Lawrence
56	Mao Years	Film
57	Mao Zedong: Founder of the People's Republic of Chin	Stefoff, Rebecca
58	Mao: A Biography	Terrill, Ross
59	Maples in the Mist: poems Tang Dynasty	Ho, Mingfong
60	Marco Polo and the Medival explorers	Stefoff, Rebecca

CHINA CONNECTION:
A COLLECTION OF CULTURE, CHILDREN'S LITERATURE, AND OTHER RESOURCES

61	Ming Lo Moves the Mountain	Lobel, A.
62	Moon Dragon	Miller, Moira
63	Moon Magic Stories from Asia	Davidson, K.
64	Mr. Chang and the Yellow Robe	Bradford, Elizabeth
65	Mulan	Film
66	Noble House	Clavell, James
67	One Grain of Rice-Math Folk tale	Demi
68	Pearl Buck	La Farge, Ann
69	Red Scarf Girl: a memoir of the Cultural Revolution	Jiang, Ji-li
70	Riding the Iron Rooster	Thoreaux, Paul
71	Sailing Down the Yantze	Thoreaux, Paul
72	Shanghai Asia 2000	New, Christopher
73	Son of the Revolution	Liang, Heng and Judith Shapiro
74	Spring Moon	Lord, Bette
75	Su's China (Trilogy)	Film
76	Suko and the White Horse	Olsuka, Yuzo
77	Taipai	Clavell, James
78	Tale of the Mandarin Ducks	Patterson, Katherine
79	The Chil-Lin Purse	Fang, Linda
80	The Chinese Siamese Cat	Tan, Amy
81	The Dragon's Pearl	Lawson, Julie
82	The Empty Pot	Demi
83	The good earth	Buck, Pearl
84	The Great Wall	Waldren, Arthur
85	The Great Wall Beijing, China	Foreign Language Press
86	The House of Sixty Fathers	De Jong, Meindert and Sendak, Maurice
87	The Kitchen God's Wife	Tan, Amy
88	The Moon Lady	Tan, Amy
89	The TeaThat Burns: a Family Memoir of China	Hall, Bruce
90	Three Blind Mice	Young, Ed

Brenda Vitaska, China-Fulbright, July '99

CHINA CONNECTION:
A COLLECTION OF CULTURE, CHILDREN'S LITERATURE, AND OTHER RESOURCES

91	To Change China	Spence Johathan	
92	U.S. Policy toward China	Cozic, Charles	
93	Under the Red Flag	Film	
94	Voices of the Heart	Young, Ed	
95	Waiting	Jin, Ha	
96	Weaving of a Dream	Heyer, Marilee	
97	White Wave-Chinese Folk tale	Wolkstein, D	
98	Wild Swans: Three Daughters of China	Chang, Jung	
99	Yeh-Shen-a Cinderella story from China	Louie, Ai-Ling	
100	Zen Flesh, Zen Bones (Buddhism)	Reps, Paul and Nyogen Senzaki	
101	*FOR INFO ON PRICE, PUB, OR ANNOTATION VISIT AMAZON.COM*		